1980 Edu biên soạn

HƯỚNG DẪN LUYỆN THI

VSTEP

CHINH PHỤC TOÀN DIỆN
kỳ thi đánh giá
NĂNG LỰC NGOẠI NGỮ
chuẩn ba bậc.

Trình độ
B1 - C1

1980 EDU IS LIFE
NHÀ XUẤT BẢN DÂN TRÍ

HƯỚNG DẪN LUYỆN THI

VSTEP

Trình độ
B1 - C1

HƯỚNG DẪN LUYỆN THI VSTEP TRÌNH ĐỘ B1-C1

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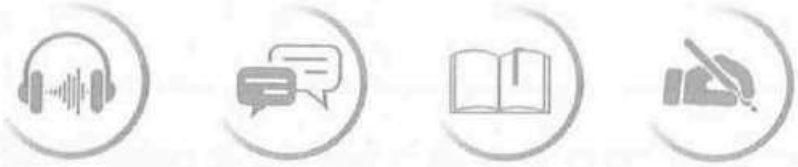

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NHÀ XUẤT BẢN DÂN TRÍ

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LỜI NÓI ĐẦU

Chứng chỉ tiếng Anh VSTEP là một yêu cầu bắt buộc mà học sinh, sinh viên cần phải có để đủ điều kiện tốt nghiệp. Đối với những người đi làm như công chức, viên chức,... chứng chỉ này cũng là một tiêu chuẩn không thể thiếu trong quá trình tuyển dụng, nâng ngạch hay thuyên chuyển công tác giữa các cơ quan và ban ngành.

Tuy nhiên, nhiều thí sinh vẫn chưa thực sự hiểu và nắm rõ về VSTEP. Vậy, VSTEP thực sự là kỳ thi như thế nào? VSTEP là từ viết tắt của *Vietnamese Standardized Test of English Proficiency*. Đây là kỳ thi đánh giá năng lực tiếng Anh theo Khung năng lực ngoại ngữ 6 bậc được áp dụng tại Việt Nam (tương đương với trình độ A1, A2, B1, B2, C1, C2). Chính vì vậy, VSTEP là một kỳ thi tiếng Anh rất mới và những tài liệu để luyện thi từ bậc 3 tới bậc 5 (B1, B2, C1) theo khung tham chiếu, vẫn thực sự còn rất ít. Điều đó khiến nhiều thí sinh muốn ôn luyện, củng cố hay làm quen với các dạng bài trong đề thi thường gặp nhiều khó khăn.

"Hướng dẫn luyện thi VSTEP trình độ B1 - C1" được xây dựng nhằm mục đích cô đọng và định hướng kiến thức theo từng kỹ năng, giúp các thí sinh dễ dàng nắm bắt được từng dạng bài để định hướng và ôn luyện hiệu quả. Đặc biệt cuốn sách còn có hệ thống bài thi mẫu giúp các thí sinh làm quen và tự đánh giá năng lực ngôn ngữ của bản thân để từ đó tìm ra phương pháp học tập tối ưu. Hy vọng *"Hướng dẫn luyện thi VSTEP trình độ B1 - C1"* sẽ là cuốn cẩm nang hữu ích giúp các bạn thành công trên con đường chinh phục kỳ thi VSTEP sắp tới.

NOW, LET'S GET STARTED!

NHỮNG ĐIỀU CẦN BIẾT VỀ CHỨNG CHỈ VSTEP TỪ BẬC 3 ĐẾN BẬC 5 (B1 - C1)

Chứng chỉ VSTEP B1/B2/C1 là một trong những điều kiện tiên quyết đối với học sinh, sinh viên, công chức, cán bộ, những đối tượng học sau đại học và muốn nâng hay chuyển ngạch… Đây là một kỳ thi mới tại Việt Nam. Dưới đây là bảng định dạng đề thi của chứng chỉ VSTEP từ bậc 3 đến bậc 5.

1 ĐỊNH DẠNG ĐỀ THI BẬC B1/B2/C1

STT	Kỹ năng	Miêu tả chung
1	Listening	• Thời gian: 40 phút • Nghe 1 lần • Số lượng: 35 câu hỏi • Bài thi gồm 3 phần • Yêu cầu: Nghe các đoạn độc thoại và hội thoại từ đơn giản tới phức tạp để trả lời các câu hỏi trắc nghiệm 4 lựa chọn. • Đánh giá: Khả năng nghe hiểu thông tin chính, chi tiết, mục đích giao tiếp, quan điểm và mối liên hệ giữa những người tham gia đối thoại; xác định chủ đề, nơi chốn, tình huống; kỹ năng nghe hiểu quan điểm, thái độ của người tham gia hội thoại; kỹ năng nghe hiểu lập luận của người nói. • Chủ đề: Đa dạng, phong phú bao gồm các chủ đề liên quan đến đời sống thường nhật, các vấn đề học thuật trừu tượng, các chủ đề chuyên môn, xã hội tương đối phức tạp.

2	**Reading**	• Thời gian: 60 phút • Số lượng: 40 câu • Yêu cầu: Đọc 4 đoạn văn bản có độ dài ngắn khác nhau và trả lời các câu hỏi trắc nghiệm 4 lựa chọn. • Đánh giá: Kỹ năng đọc hiểu các thông tin cụ thể trong văn bản; khả năng hiểu các chi tiết nhỏ, các miêu tả chi tiết của một quá trình; kỹ năng xác định và hiểu ý chính, các chi tiết quan trọng, phức tạp như thái độ, quan điểm của tác giả trong văn bản, nội dung chuyên ngành phong phú, đa dạng; kỹ năng đọc hiểu hàm ngôn và dẫn chiếu từ văn bản. • Ngữ liệu: Các văn bản có độ dài ngắn khác nhau với nhiều hình thức như quảng cáo, thông báo, báo cáo, biên bản ghi nhớ, bài báo, bản nhận xét, trích đoạn văn học, báo cáo chuyên ngành, trích đoạn sách giáo khoa, sách tham khảo.
3	**Writing**	• Thời gian: 60 phút • Số lượng: 2 bài viết • Yêu cầu: • Bài 1: Viết một bức thư có độ dài khoảng 120 từ. Bài 1 sẽ chiếm 1/3 tổng số điểm của bài thi viết. • Bài 2: Thí sinh viết một bài luận khoảng 250 từ về một chủ đề được cho sẵn, đưa ra lập luận, ví dụ cụ thể để chứng minh quan điểm của mình. Bài 2 sẽ chiếm khoảng 2/3 tổng điểm của bài thi viết. • Đánh giá: Kỹ năng viết, phân tích tình huống và khả năng viết luận.
4	**Speaking**	• Thời gian: 12 phút • Số lượng: 3 phần • Yêu cầu: • Phần 1: Tương tác xã hội Thí sinh sẽ được hỏi và trả lời 3 - 6 câu hỏi về 2 chủ đề khác nhau. • Phần 2: Thảo luận giải pháp Thí sinh sẽ được cung cấp một tình huống và được cho sẵn 3 giải pháp. Thí sinh sẽ lựa chọn giải pháp tốt nhất và đưa ra quan điểm để phản biện các giải pháp còn lại.

- Phần 3: Phát triển chủ đề
  Thí sinh sẽ được cung cấp một chủ đề và gợi ý có sẵn hoặc tự phát triển quan điểm của bản thân. Thí sinh sẽ phải trả lời một số câu hỏi thảo luận về chủ đề trên.
- Đánh giá: Đánh giá khả năng nói thông qua tương tác, thảo luận và trình bày quan điểm về các vấn đề.

2 QUY ĐỊNH TÍNH ĐIỂM VÀ QUY ĐỔI ĐIỂM THI SANG CÁC BẬC

a. Cách tính điểm

- Mỗi kỹ năng trong bài thi VSTEP được đánh giá trên thang điểm từ 0 đến 10 và làm tròn đến 0,5 điểm.
- Điểm trung bình của 4 kỹ năng, làm tròn đến 0,5 điểm, được sử dụng để xác định các bậc của khung đánh giá năng lực sử dụng tiếng Anh.

b. Bảng quy đổi điểm thi sang các bậc năng lực

Điểm trung bình	Bậc năng lực	Mô tả tổng quát
4,0 - 5,5	3	Có thể hiểu được ý chính của một đoạn văn hay bài phát biểu. Hiểu và nắm vững các chủ đề quen thuộc hay gặp trong công việc, học tập, giải trí,... Có thể sử dụng tiếng Anh trong các tình huống thường ngày. Có thể viết các văn bản đơn giản liên quan đến các chủ đề quen thuộc. Có thể mô tả rõ ràng, cụ thể các sự kiện, mơ ước và trình bày ngắn gọn lý do, lập luận cho quan điểm, ý kiến của mình.
6,0 - 8,0	4	Có thể hiểu và nắm được ý chính của các văn bản phức tạp và trừu tượng, kể cả những trao đổi kỹ thuật thuộc lĩnh vực chuyên môn của bản thân. Có thể giao tiếp trôi chảy như người bản ngữ. Có thể viết các văn bản rõ ràng, chi tiết về nhiều chủ đề khác nhau và có thể giải thích quan điểm của mình về một vấn đề có tính thời sự, đưa ra được những ưu, nhược điểm cho các phương án lựa chọn khác nhau.

8,5 - 10	5	Có thể hiểu và nắm được hàm ý của các loại văn bản, tài liệu khó và dài. Có thể diễn đạt lưu loát, tức thì các quan điểm của bản thân. Có thể sử dụng ngôn ngữ linh hoạt và hiệu quả để phục vụ các mục đích xã hội, học thuật, chuyên môn. Có thể viết được các loại văn bản rõ ràng, chặt chẽ về các chủ đề phức tạp, thể hiện tốt khả năng khai thác thông tin, tổng hợp văn bản và sử dụng ngôn ngữ để diễn đạt.

Trên đây là định dạng đề thi cũng như những đánh giá chung giúp các bạn dễ dàng hình dung về các phần thi, tiêu chí đánh giá và cho điểm. Để giúp các bạn xây dựng được phương pháp học tập, cũng như ôn luyện từng phần thi hiệu quả, thì ngay lúc này hãy bắt tay vào giải mã, ôn luyện từng kỹ năng để cải thiện và bứt phá điểm số trong kỳ thi sắp tới.

LISTENING

Chương 1: Những điều cần biết về VSTEP - Listening

Chương 2: Ôn luyện VSTEP - Listening

CHƯƠNG 01 NHỮNG ĐIỀU CẦN BIẾT VỀ VSTEP - LISTENING

I GIỚI THIỆU VỀ VSTEP - LISTENING

Bài thi VSTEP – Listening được chia thành ba phần với tổng số câu hỏi là 35 câu. Trình tự sắp xếp câu hỏi và đáp án sẽ thống nhất với trình tự thông tin xuất hiện trong bản ghi âm. Với thời gian nghe khoảng 40 phút, thí sinh sẽ có thời gian để đọc câu hỏi trước khi nghe và kiểm tra lại các câu trả lời của mình. Sau khi nghe, thí sinh sẽ có khoảng thời gian là 5 phút để viết đáp án hoặc hoàn thành các câu trả lời vào phiếu. Mỗi bài nghe chỉ được phát một lần và bản ghi âm sẽ có rất nhiều chất giọng khác nhau như Anh – Mỹ, Anh – Anh, Anh – Úc,...

CÁC PHẦN TRONG BÀI THI VSTEP - LISTENING

Phần thi	Số câu hỏi	Nội dung
PART 1	**8 câu hỏi**	Một đoạn đối thoại ngắn về thông báo, hướng dẫn ở nơi công cộng như sân bay, siêu thị, trung tâm thương mại...
PART 2	**12 câu hỏi**	Ba đoạn hội thoại ngắn và mỗi hội thoại sẽ có 4 câu hỏi. Thí sinh sẽ được nghe lần lượt ba đoạn hội thoại và lựa chọn phương án đúng.
PART 3	**15 câu hỏi**	Ba bài giảng về những môn học hay chuyên ngành nghiên cứu khác nhau, mỗi bài giảng sẽ có 5 câu hỏi. Thí sinh sẽ nghe lần lượt từng bài để lựa chọn các phương án đúng. Mỗi bài giảng chỉ được phát một lần duy nhất.

Các chủ điểm xuất hiện trong bài thi VSTEP – Listening thường khá đa dạng và phong phú bao gồm các chủ đề liên quan đến đời sống thường ngày, các chuyên đề nghiên cứu học thuật, xã hội

tương đối khó. Ba phần thi được xây dựng theo hướng từ đơn giản tới phức tạp giúp đánh giá tổng quát kỹ năng nghe của từng thí sinh, như: khả năng nghe hiểu thông tin chính, chi tiết, xác định mục đích giao tiếp, quan điểm và mối liên hệ giữa những người tham gia trong cuộc đối thoại, kỹ năng nghe hiểu phân tích quan điểm, thái độ, lập luận của người nói.

II NHỮNG ĐIỀU CẦN LƯU Ý TRONG BÀI THI VSTEP - LISTENING

Nghe là một trong những kỹ năng khó đối với rất nhiều thí sinh tại Việt Nam. Kỹ năng này đòi hỏi các thí sinh cần phải dành nhiều thời gian và sự kiên nhẫn để luyện tập, cải thiện.

Để tối đa hóa điểm số đối với kỹ năng này trong kỳ thi, thí sinh cần luyện tập kỹ năng nghe tổng quát. Kỹ năng này sẽ giúp thí sinh cải thiện hiệu quả khả năng nghe hiểu và nhận biết các chất giọng tiếng Anh khác nhau bằng cách luyện nghe qua các bộ phim, bài hát, các chương trình thời sự, tin tức quốc tế. Để từ đó, thí sinh hình thành được khả năng phân biệt âm tiết và gia tăng được vốn từ vựng của bản thân. Bên cạnh việc luyện nghe tổng quát, thí sinh cũng cần luyện thêm kỹ năng nghe chủ động hay nghe và kết hợp làm các bài tập thực hành. Chủ động là một trong những chiến lược giúp thí sinh làm quen được với các dạng bài thường xuyên xuất hiện trong đề thi. Thông quá đó, thí sinh sẽ giảm bớt sự lo lắng, bối rối khi bước vào kỳ thi chính thức.

Cuối cùng, thí sinh cần đặc biệt lưu ý tới khoảng thời gian 30 giây trước mỗi phần để đọc lướt qua đề và dự đoán các từ khóa, số liệu, thông tin, từ loại – đây là các yếu tố sẽ hỗ trợ thí sinh trong quá trình nghe và lựa chọn phương án đúng.

III CÁC DẠNG BÀI TRONG VSTEP - LISTENING

1 Dạng bài announcements/instructions

Đây là dạng bài sẽ xuất hiện trong Part 1 của bài thi nghe. Thí sinh sẽ được nghe lần lượt 8 đoạn thông báo hoặc chỉ dẫn ngắn tương ứng với lần lượt 8 câu hỏi trong đề thi.

Trước khi bắt đầu bài thi, thí sinh sẽ có khoảng 30 giây để đọc các câu hỏi trong Part 1 của đề thi. Mỗi câu hỏi là một bản ghi âm của người nói kéo dài khoảng từ 15 đến 20 giây và mỗi đoạn cách nhau 5 giây. Đối với dạng bài này, các phương án lựa chọn được đưa ra thường sẽ khá đơn giản và ngắn gọn. Hãy quan sát ví dụ dưới đây:

1. Where would this announcement most likely be heard?

A. At a train station
B. At an airport
C. On a boat
D. In a parking lot

Dạng bài announcements/instructions đòi hỏi thí sinh cần tập trung vào các chi tiết (details) của thông báo hoặc chỉ dẫn. Cả bốn phương án lựa chọn đều sẽ cùng xuất hiện trong bản ghi âm. Đây cũng chính là những yếu tố đóng vai trò gây nhiễu trong bài thi, khiến nhiều thí sinh mắc "bẫy". Chính vì vậy, thí sinh cần nắm vững các bước làm dạng bài này:

Step 1: Đọc kỹ các câu hỏi và các phương án lựa chọn

Những câu hỏi xuất hiện trong Part 1 thường khá dễ và ngắn gọn, thí sinh cần đọc kỹ và ghi nhớ, tránh làm mất thời gian trong quá trình nghe.

Step 2: Gạch chân các từ khóa và dự đoán từ vựng

Việc gạch chân những từ khóa này đóng vai trò rất quan trọng, bởi nó giúp các thí sinh hiểu được nghĩa của câu một cách ngắn

gọn và trọn vẹn. Việc xác định các từ khóa, đồng thời cũng giúp các thí sinh dễ dàng truy xuất nhóm từ vựng cùng chủ đề hay từ đồng nghĩa, trái nghĩa của các từ đó trong bộ nhớ cá nhân của mình. Qua đó, thí sinh sẽ dễ dàng khoanh vùng và xác định thông tin chính xác hơn.

Step 3: Tập trung nghe và xác định phương án đúng

Bởi bài nghe chỉ được phát một lần duy nhất, nên thí sinh cần tập trung tối đa để nghe và xác định thông tin chính xác mà người nói đưa ra. Khi nghe xong câu hỏi 1, thí sinh sẽ có khoảng 5 giây trống trước khi bắt đầu vào câu hỏi 2. Trong khoảng thời gian này, thí sinh cần nhanh chóng lựa chọn phương án và ghi nhanh vào phiếu trả lời. Đồng thời cũng nhanh chóng nhìn sang câu hỏi tiếp theo, để xem lại các từ khóa và chuẩn bị để nghe tiếp.

2 Dạng bài conversations

Trong Part 2 của bài thi VSTEP – Listening thì dạng bài conversations thường xuyên xuất hiện. Ở dạng bài này, thí sinh sẽ được nghe lần lượt ba đoạn hội thoại ngắn kéo dài từ 1 đến 3 phút. Chủ đề của các cuộc hội thoại này thường xảy ra trong bối cảnh hằng ngày, nội dung sẽ liên quan trực tiếp tới những người nói. Mỗi đoạn hội thoại sẽ tương ứng với 4 câu hỏi trong đề thi. Trước khi nghe thí sinh sẽ có 20 giây để đọc 4 câu hỏi và các lựa chọn, sau khi nghe, thí sinh sẽ có 20 giây trống để chuyển sang đoạn hội thoại tiếp theo.

Đối với dạng bài này, các câu hỏi thường bám sát vào nội dung của cuộc hội thoại như xác định mục đích của đoạn hội thoại hay xác định quan điểm, ý kiến của những người nói về một vấn đề được nhắc đến trong bài nghe. Hãy cùng ghi nhớ các bước thực hiện dạng bài này.

2. Why did Philip start riding mountain bikes?

A. He was tired of doing other sports

B. He was keen to enter a competition

C. He was sure he had the skills for it

D. He was encouraged by his mother

Step 1: Đọc đề và xác định những người tham gia hội thoại

Đây là bước đầu tiên của dạng bài này, việc đọc đề giúp xác định danh tính người tham gia hội thoại. Đây là cơ sở để thí sinh xác định được các thông tin đưa ra là của người nào và phân biệt được ai là người hỏi và ai là người trả lời. Điều này sẽ giúp thí sinh trong quá trình xác định quan điểm hay ý kiến của người nói.

Step 2: Đọc câu hỏi và các lựa chọn

Thí sinh sẽ có 20 giây để đọc 4 đáp án cho một đoạn hội thoại. Các câu hỏi và lựa chọn tương đối dài và khó hơn so với Part 1, thời gian đọc cũng bị hạn chế. Chính vì vậy thí sinh cần phân bổ thời gian hợp lý, không nên tập trung quá lâu vào một câu tránh trường hợp chưa đọc xong mà bài nghe đã bắt đầu.

Step 3: Gạch chân các từ khóa và dự đoán từ vựng

Sau mỗi lần đọc đề bài và các phương án, thí sinh cần hình thành thói quen gạch chân các từ khóa để xác định thông tin và nhóm từ vựng, từ đồng nghĩa có thể xuất hiện trong bài nghe. Thí sinh cũng không nên bỏ qua các từ để hỏi như *"why, which, what, where"* và *"how"* vì chúng đóng vai trò quan trọng giúp xác định nội dung cần nghe. Cần đặc biệt lưu ý đối với dạng câu hỏi ý kiến người nói, thí sinh nên đánh dấu để xác định người nêu ý kiến là ai trong đề bài. Cách làm này giúp làm nổi bật người được đề cập trong câu hỏi là ai để tránh nghe nhầm.

Step 4: Tập trung nghe và xác định phương án đúng

Bài nghe sẽ lần lượt nhắc đến thông tin của từng câu hỏi trong đề (trừ câu hỏi nội dung chính của cuộc hội thoại là gì). Vì vậy, thí sinh cần chú ý nghe và trả lời lần lượt các câu hỏi từ trên xuống. Những từ ngữ xuất hiện trong bài nghe sẽ không giống với những từ ngữ trong câu hỏi và phương án lựa chọn. Những từ này chính là những từ đồng nghĩa hay cách diễn đạt khác nhưng có cùng nét tương đồng về nội dung với phương án đúng.

3 Dạng bài talks/ lectures

Đây là dạng bài khó nhất trong bài thi VSTEP – Listening. Đối với dạng bài này, thí sinh sẽ nghe lần lượt ba bài nói hoặc bài giảng kéo dài khoảng 3 phút. Có 5 câu hỏi cho mỗi bài với cùng các phương án. Các chủ điểm xuất hiện trong dạng bài này thường trang trọng và phức tạp hơn. Thí sinh sẽ có 30 giây để đọc 5 câu hỏi và các phương án lựa chọn, sau đó có 15 giây trống để chuyển sang bài tiếp theo. Trong quá trình nghe, thí sinh sẽ dễ dàng gặp phải những từ ngữ chuyên ngành (kinh tế, công nghệ, khoa học,...)

3. According to the speaker, people who do not major in journalism or writing_____.

A. can still pursue a career in journalism
B. cannot become professional journalists
C. can only write for specialist publications
D. know very little about news reporting

Phương pháp làm dạng bài talks/ lectures gồm các bước như sau:

Step 1: Đọc kỹ đề bài

Thí sinh cần đọc đề bài để biết bài nghe sẽ nói về chủ đề gì, từ đó khoanh vùng thông tin hay những kiến thức về chủ đề đó. Điều này tạo điều kiện giúp thí sinh dễ dàng dự đoán các phương án.

Step 2: Đọc câu hỏi và các lựa chọn

Các phương án lựa chọn của dạng bài này tương đối dài trong khi thời gian nghe hạn chế, vì vậy thí sinh cần đọc lướt và không nên tập trung quá nhiều về từ vựng mà mình không biết. Thí sinh cần nắm được nội dung của cả 5 câu hỏi trước khi nghe để tránh bỏ sót và phân tâm vì chưa đọc xong câu hỏi.

Step 3: Gạch chân các từ khóa và dự đoán từ vựng

Cũng tương tự như trong Part 1 và Part 2, ở phần này thí sinh cần tìm ra các từ khóa thể hiện nội dung chính của câu và gạch chân.

Step 4: Tập trung nghe và xác định phương án đúng

Thứ tự các câu hỏi cũng được sắp xếp theo thứ tự nội dung trong bài nghe, vì vậy thí sinh cần làm lần lượt từ trên xuống dưới (trừ những câu hỏi liên quan đến nội dung chính của bài nghe). Bài nghe sẽ có câu mở đầu cho mỗi nội dung tiếp theo, những câu này sẽ giúp người nghe theo sát được nội dung bài.

MẸO HAY

Trong mỗi một phần trong bài thi VSTEP – Listening, thí sinh sẽ có những khoảng thời gian trống kèm theo thời gian phát những đoạn hướng dẫn cho từng phần thi. Hãy tận dụng khoảng thời gian này để nghiên cứu thật kỹ từng câu hỏi và các phương án. Điều này sẽ giúp thí sinh tập trung hơn khi nghe mà không phải đọc lại các phương án quá nhiều.

CHƯƠNG 02

ÔN LUYỆN VSTEP - LISTENING

Test 1

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

PART 1 – QUESTION 1 – 8

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *Today, I'm going to give you some advice about record-keeping. Keeping accurate records is very important, because if a patient is unhappy about his treatment, he may want to make a complaint to the surgeon. These records will help us to make a case. Always write your name, the date and the time on all the*

records. Don't use pencil, or coloured pens. Use black ink. If you make a mistake, just cross it out with a single line. Don't use correction fluid. Don't try to file the records away yourself, or they may get lost. Put them in this box here. The administration manager will make sure they are filed away correctly.

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. File them away
B. Give them to the administration manager
C. Put them in a box
D. Give them to the patient

The correct answer is **C. Put them in a box.** Now, let's begin with the first question.

Question 1. What kind of site is being toured?

A. A museum
B. A factory
C. A safety inspection office
D. A chemical lab

Question 2. Where does this announcement take place?

A. On a coach
B. An airport
C. On a train
D. A train station

Question 3. Who presently owns the farm?

A. Speaker's family
B. Museum
C. Fado Produce Company
D. The government

Question 4. What is being advertised?

A. A book

B. A course

C. A bank

D. A store

Question 5. When is the flight expected to start boarding?

A. In 45 minutes

B. In an hour

C. In an hour and a quarter

D. In a hour and a half

Question 6. Where is the Angel Room?

A. On this floor

B. On the next floor up

C. On the next floor down

D. Two floors down

Question 7. What is NOT available on the ground floor of the library?

A. Computers

B. Information desk

C. Photocopying facilities

D. Books

Question 8. What does the woman want the man to do first?

A. Read some information

B. A quiz

C. Fix the computers

D. See the building

PART 2 – QUESTION 9 – 20

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Question 9. Who is the man?

A. A professor
B. An office worker
C. Professor Denton's assistant
D. A student

Question 10. When does the man come to see Professor Denton?

A. During regular class hours
B. Just before class time
C. As soon as class is finished
D. During office hours

Question 11. Why does the man come to see Professor Denton?

A. To turn in an assignment
B. To ask a question
C. To pick up a completed test
D. To explain why he did not attend class

Question 12. What incorrect information did the man have?

A. The date the assignment was due
B. The page number of the assignment
C. The length of the assignment
D. The numbers of the assignment questions

Questions 13 to 16 refer to the following conversation

Question 13. What is the woman's status at the university?

A. She's a junior
B. She's a senior
C. She's graduated student
D. She's a transfer student

Question 14. What does the man want to learn from the woman?

A. How to transfer to a junior college
B. How to find his way around campus
C. Who won the campus election
D. What courses are required for a literature major

Question 15. How many total courses must a student take for a literature major?

A. Three
B. Five
C. Eight
D. Ten

Question 16. The man will probably take his elective courses in which area?

A. Surveying
B. World literature
C. Literary analysis
D. American literature

Questions 17 to 20 refer to the following conversation

Question 17. Where did the woman learn about dolphins?

A. From a lecture
B. In a book
C. From a television program
D. During a trip that she have taken

Question 17. Why do dolphins use clicks?

A. To communicate with other dolphins
B. To recognize objects in the water
C. To learn human language
D. To express fear

Question 19. Approximately how many human commands have some dolphins learned?

A. Five hundred
B. Fifty
C. Fifteen
D. Five

Question 20. What does the man say about dolphin intelligence?

A. It is limited.
B. It is greater than human intelligence.
C. It is less than previously thought.
D. We are beginning to learn how much they have.

PART 3 – QUESTION 21 – 35

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Questions 21 to 25 refer to the following lecture

Question 21. What is a pigment?

A. A chemical used for cleaning painting equipment
B. A cover to protect paintings from the effects of sunlight
C. A substance that gives its color to another material
D. A synthetic fabric that is suitable for painting on

Question 22. According to the instructor, what characteristic should a pigment have?

A. No loss of strength when dissolved
B. No harmful reaction with other pigments
C. Ability to be applied at any temperature
D. Ability to dry quickly after application

Question 23. How are pigment generally classified?

A. By origin
B. By texture
C. By color
D. By quality

Question 24. Which natural pigment did the Romans obtain from a shellfish?

A. Ochre
B. Indigo
C. Raw umber
D. Tyrian purple

Question 25. According to the instructor, why are synthetic pigments superior to natural pigments?

A. They last for a longer time
B. They have a smoother surface
C. They're less expensive
D. They don't provide brighter colors

Questions 26 to 30 refer to the following professor's talk

Question 26. How does the professor develop the topic of tsunamis?

A. By comparing tsunamis and floods
B. By describing process of tsunamis
C. By giving example of tsunamis
D. By sharing his experience of a tsunami

Question 27. Why is the term "tidal wave" inaccurate for a tsunami?

A. Tsunamis occur only at high tide
B. Tsunamis are not related to tides
C. Tides cause only the worst tsunamis
D. Waves do not have enough force to kill

Question 28. What causes tsunamis?

A. Movement of the land
B. Heavy precipitation
C. Undersea earthquakes
D. The moon's gravity

Question 29. What point does the professor make about the eruption of the volcano Krakatoa?

A. The eruption caused thousands of fishing boat to sink
B. Krakatoa erupts more frequently than any other volcano
C. People could see the eruption from as far away as Hawaii
D. A tsunami following the eruption killed thousands of people

Question 30. What is true of the tsunami that struck Japan in 1896?

A. It was caused by an undersea earthquake
B. It occurred while people were sleeping
C. It followed a series of volcanic eruptions
D. It was first reported by fishermen at sea

Questions 31 to 35 refer to the following lecture

Question 31. What do the initials PWR stand for?

A. Potential water resource
B. Potential water reactor
C. Pressurized water resource
D. Pressurized water reactor

Question 32. How many PWRs are there on Three-Mile island?

A. Two

B. Three

C. Four

D. Five

Question 33. What does the lecture say about the PWRs during the accident?

A. There were no problems with the PWRs

B. There was a problem with only one of the PWRs

C. There were problems with one PWR after another

D. There were problems in more than one PWR at the same time

Question 34. What errors did the operators make?

A. They thought that the water was too cold

B. They thought that there was too little water

C. They thought that there was too much water

D. They thought that the water was too hot

Question 35. What events are the professor mentioned in the lecture?

A. The cooling water was open

B. The cooling value stuck shut off

C. A partial meltdown occurred

D. Instruments weren't misread

Test 2

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

PART 1 – QUESTION 1 – 8

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *Today, I'm going to give you some advice about record-keeping. Keeping accurate records is very important, because if a patient is unhappy about his treatment, he may want to make a complaint to the surgeon. These records will help us to make a case. Always write your name, the date and the time on all the records. Don't use pencil, or coloured pens. Use black ink. If you make a mistake, just cross it out with a single line. Don't use correction fluid. Don't try to file the records away yourself, or*

they may get lost. Put them in this box here. The administration manager will make sure they are filed away correctly.

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. File them away
B. Give them to the administration manager
C. Put them in a box
D. Give them to the patient

The correct answer is **C. Put them in a box.** Now, let's begin with the first question.

Question 1. According to the speaker, what is required for an item to be returned?

A. The cashier's signature
B. The receipt
C. The manager's approval
D. The picture ID

Question 2. What is the man advertising?

A. An electricity supplier
B. Wind turbines
C. Solar panels
D. A roofing company

Question 3. How is the weather today?

A. Cloudy and dry
B. Warm and sunny
C. Sunny and dry
D. Cloudy and wet

Question 4. When will construction probably begin?

A. Next week

B. After two months

C. After four months

D. It hasn't been decided yet

Question 5. What will take place tonight?

A. A music performance

B. A film festival

C. An art exhibit

D. A keynote speech

Question 6. Where is the event being held?

A. At a hotel

B. At a conference center

C. At a college

D. At the company's auditorium

Question 7. When will the auditorium open?

A. At 11:00 a.m

B. At 12:30 p.m

C. At 1:30 p.m

D. At 4:00 p.m

Question 8. Who is the man most likely speaking to?

A. Photographers

B. Chemical scientists

C. Photo lab workers

D. Researchers

PART 2 – QUESTION 9 – 20

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Question 9. What does the man want to do?

A. Find work on campus
B. Work in the employment office
C. Help students find jobs
D. Ask the woman questions

Question 10. Where does the conversation probably take place?

A. In the library
B. In a classroom
C. In an apartment
D. In a campus office

Question 11. How many hours of work does the man want per week?

A. No more than ten
B. At least twenty
C. Not more than twenty
D. Up to ten

Question 12. When can the man work?

A. Every morning
B. Afternoons and weekends
C. When he's in class
D. Weekdays

Questions 13 to 16 refer to the following conversation

Question 13. When does the conversation probably take place?

A. Just before a vacation

B. Just after the end of a school semester

C. At the end of the summer

D. Just after a break from school

Question 14. What are the man and woman discussing?

A. A camping trip the man and woman take

B. A trip the woman is planning to take

C. A trip the man has already taken

D. A trip to visit Eskimos

Question 15. Which of the following is NOT part of the Kayaking trip?

A. Relaxing at the lodge

B. Enjoying excellent food

C. Spending time in a hot tub

D. Sleeping outside on the ground

Question 16. How does the woman feel about taking a Kayaking trip?

A. She'd be scared, but she'd like to try

B. It would be quite exciting for her

C. She prefers not to try

D. She can't wait

Questions 17 to 20 refer to the following conversation

Question 17. What is the topic?

A. The causes and possible effects of acid rain

B. All kinds of pollution

C. How acid rain has harmed the earth

D. Pollution from cars and factories

Question 18. What energy sources cause acid rain?

A. Nuclear power
B. Electricity
C. Burning coal and oil
D. Solar power

Question 19. According to the man, where is acid rain a problem?

A. In parts of several northern continents
B. At the North and South Poles
C. Only in North America
D. In equatorial areas

Question 20. What action does the woman think she should take next?

A. She should protect herself from the rain
B. She should clean up the water supply
C. She should read a novel
D. She should get more information about acid rain

PART 3 - QUESTION 21 - 35

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Questions 21 to 25 refer to the following lecture

Question 21. What was the topic of yesterday's lecture?

A. What caused the Ring of Fire
B. The volcanoes of Ring of Fire
C. Hawaiian volcanoes
D. Different types of volcanoes

Question 22. What is the topic of today's lecture?

A. The Ring of Fire
B. Mauna Loa
C. The volcanoes of Hawaii
D. The characteristics of volcanoes in the Ring of Fire

Question 23. Where are most of the world's active volcanoes located?

A. Within the Ring of Fire
B. Along the Ring of Fire
C. In the United States
D. In Hawaii

Question 24. What is the characteristic of Hawaii's volcanoes?

A. They are not so violent
B. They are located along the Ring of Fire
C. They contain thick lava
D. They contain a lot of gas

Question 25. What is Mauna Loa?

A. A volcano on the Ring of Fire
B. An island in Hawaii
C. A long low volcanic mountain
D. An explosive volcano

Questions 26 to 30 refer to the following lecture

Question 26. What is true about all conifers?

A. They have colorful flowers
B. Their leaves are wide
C. They bear cones
D. Their wood is red

Question 27. What percent of the world's trees are conifers?

A. 20
B. 33
C. 50
D. 67

Question 28. Which of the following is most likely a giant redwood?

A. A tree that weighs 2,000 pounds
B. A tree with wide flat leaves
C. A tree with huge cones
D. A tree that is 250 feet tall

Question 29. Why did needle-shaped leaves evolve?

A. Because of a shortage of water
B. Because of a shortage of sunlight
C. Because of an overabundance of water
D. Because of an overabundance of sunlight

Question 30. What can be determined from the lecture about different types of trees?

A. Evergreen trees lose and replace their leaves at specific times in the year
B. Evergreen trees lose and replace their leaves throughout the year
C. Deciduous trees lose and replace their leaves at specific times in the month
D. Deciduous trees lose and replace their leaves throughout the year

Questions 31 to 35 refer to the following professor's talk

Question 31. How does venus compared with the moon?

A. From Earth, they both appear to have phases
B. From Earth, they appear similar in size
C. They both have similar cloud cover
D. They have similar temperatures

Question 32. What are the highest temperatures on venus?

A. 500 degrees Fahrenheit

B. 500 degrees Centigrade

C. 900 degrees Centigrade

D. 900 degrees Fahrenheit

Question 33. Why is it hot on venus?

A. Because of its brightness

B. Because of its shape

C. Because of its nearness to the Moon

D. Because of its atmosphere

Question 34. What is implied in the lecture about the clouds that surround venus?

A. They have been discovered only recently

B. They are similar to the clouds surrounding Earth

C. They are invisible from Earth

D. They are very thick

Question 35. Which of the following are true, according to the lecture?

A. Venus's atmosphere is made of carbon dioxide

B. Venus's atmosphere is made of sulfuric acid

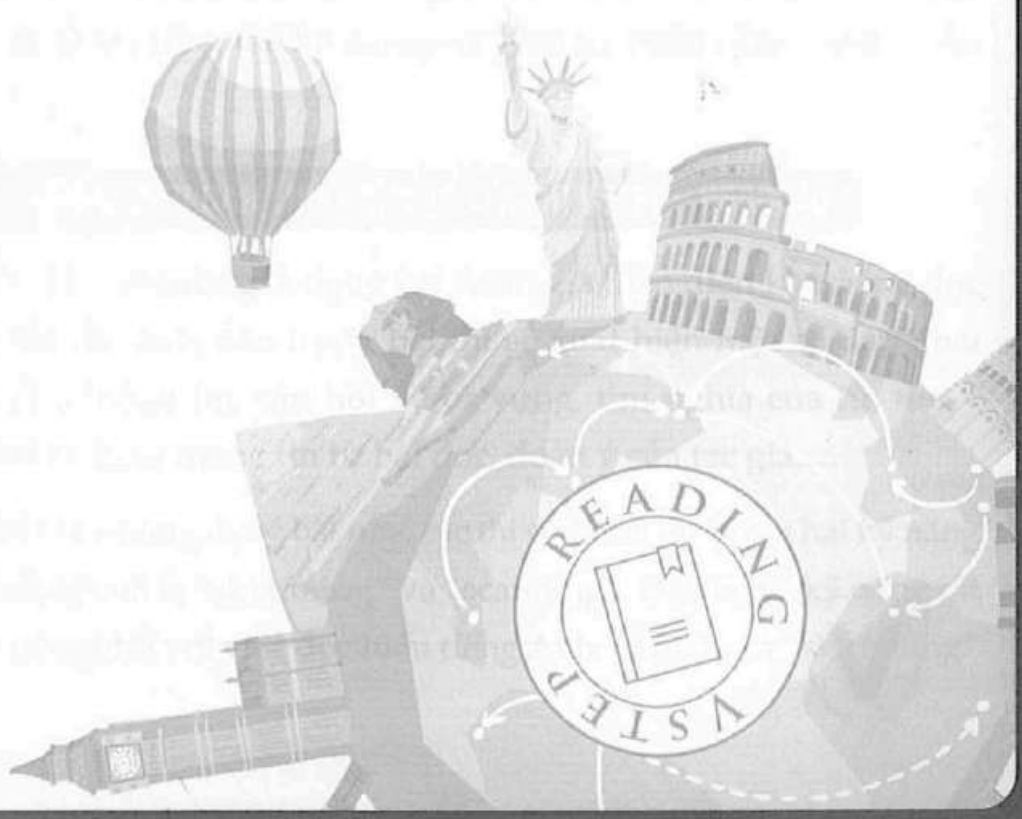
C. Venus's clouds are made of acid

D. Venus's clouds are made of carbon dioxide

READING

Chương 1: Những điều cần biết về VSTEP - Reading

Chương 2: Ôn luyện VSTEP - Reading



CHƯƠNG 01 NHỮNG ĐIỀU CẦN BIẾT VỀ VSTEP - READING

I GIỚI THIỆU VỀ VSTEP - READING

Một bài thi VSTEP sẽ bao gồm bốn kỹ năng là Nghe, Nói, Đọc, Viết. Đối với phần thi Đọc, thời gian làm bài sẽ kéo dài trong 60 phút và được chia thành 4 phần với 40 câu hỏi gồm nhiều lựa chọn. Phần thi VSTEP – Reading được xây dựng nhằm mục đích đánh giá kỹ năng đọc hiểu các thông tin cụ thể trong văn bản, khả năng hiểu các chi tiết nhỏ, hiểu cách miêu tả chi tiết một quá trình, đánh giá khả năng xác định và hiểu ý chính, các chi tiết quan trọng, phức tạp như thái độ, quan điểm của tác giả trong văn bản, nội dung mang tính chuyên ngành phong phú, đa dạng, kỹ năng đọc hiểu hàm ngôn và dẫn chiếu từ văn bản.

Các văn bản sẽ có độ dài khác nhau, dưới nhiều hình thức như quảng cáo, thông báo, báo cáo, biên bản ghi nhớ, bản nhận xét, trích đoạn văn học, báo cáo chuyên ngành,... Với độ khó tăng dần giúp đánh giá tổng thể kỹ năng đọc hiểu và phân tích của thí sinh.

II NHỮNG ĐIỀU CẦN LƯU Ý TRONG BÀI THI VSTEP - READING

VSTEP – Reading là dạng bài đánh giá toàn diện khả năng đọc hiểu của thí sinh, nên trong bài thi sẽ xuất hiện một số dạng bài như: Tìm thông tin, câu hỏi về từ vựng, tìm nghĩa của từ, tìm ý chính, suy luận thông tin từ bài đọc, đoán ý của tác giả,...

Đối với những dạng bài này, các thí sinh cần ôn luyện hai kỹ năng đọc hiểu chính là "skimming" và "scanning". Đây là hai kỹ năng rất quan trọng đối với việc đọc hiểu tiếng Anh. Mặc dù cả "skimming"

và "scanning" đều là kỹ năng đọc lướt để lấy thông tin. Tuy nhiên, nếu skimming là kỹ năng đọc lướt để lấy thông tin tổng quan, thì scanning lại thiên về việc lấy thông tin chi tiết, chẳng hạn như số liệu, thời gian, lý do,... Dưới đây là từng bước cơ bản trong cách ôn luyện hai kỹ năng đọc hiểu "skimming" và "scanning".

Skimming	Scanning
- Đọc tiêu đề bài đọc - Đọc đoạn đầu tiên - Đọc câu đầu tiên của các đoạn sau - Đọc đoạn cuối cùng	- Xác định thông tin cần tìm - Dự đoán thông tin cần tìm như con số, danh từ riêng - Phân tích bài trước khi bắt đầu đọc scan

Lưu ý

- Bởi bài đọc thường khá dài, vì vậy cần dùng kỹ năng skimming để xác định được đoạn văn nào chứa nội dung để lấy thông tin chi tiết.
- Khi đọc scanning, thí sinh có thể bỏ qua những nội dung không liên quan và không nhất thiết phải hiểu toàn bộ.

III CÁC DẠNG BÀI TRONG VSTEP - READING

1 Dạng bài tìm thông tin

Trong VSTEP – Reading, thì đây chính là dạng bài dễ nhất. Dạng bài này thường gồm hai loại, cụ thể là câu hỏi tìm thông tin chi tiết và câu hỏi tìm thông tin phủ định.

- Dạng bài câu hỏi tìm thông tin chi tiết: Đây là dạng bài yêu cầu thí sinh tìm và xác định những thông tin đúng với nội dung được đề cập trong văn bản. Chẳng hạn:

"According to paragraph X..."

or

"Paragraph X answers which of the following..."

According to the passage, which of the following is the mother owl's job?

A. To initiate the courtship ritual

B. To feed the young

C. To sit on the nest

D. To build the nest

- Dạng bài câu hỏi tìm thông tin phủ định: Dạng bài này sẽ yêu cầu thí sinh tìm và xác định những thông tin không xuất hiện trong văn bản hoặc sai với nội dung đã đưa ra. Ví dụ:

"According to paragraph X, it is NOT true..."

or

"The author mentions all of the following EXCEPT"

According to paragraph 4, all of the following statements are true of the impact at the end of the Cretaceous period EXCEPT:

A. A large amount of dust blocked sunlight from Earth.

B. Earth became cold and dark for several months.

C. New elements were formed in Earth's crust.

D. Large quantities of nitric acid were produced.

2 Dạng bài về từ vựng

Câu hỏi từ vựng trong VSTEP – Reading thường được đánh giá là dạng bài khá khó đoán nghĩa. Thí sinh cần dựa vào ngữ cảnh của văn bản và các từ đồng nghĩa, gần nghĩa nhất với một từ được lấy trong văn bản để dự đoán và xác định phương án đúng.

The phrase "a resonant hoot" in the passage is closest in meaning to_____.

A. An instrument

B. A sound

C. A movement

D. An offering of food

3 Dạng bài câu hỏi tham chiếu

Đối với dạng câu hỏi tham chiếu hay dạng bài tìm nghĩa của từ, đây là dạng bài đòi hỏi thí sinh cần phải tìm được mối liên hệ giữa đại từ đã cho với danh từ mà nó thay thế. Mặc dù, dạng câu hỏi này khá giống với dạng câu hỏi về từ vựng, nhưng nếu dạng câu hỏi về từ vựng yêu cầu thí sinh đoán nghĩa các từ thuộc từ loại danh từ, động từ, tính từ,... thì dạng câu hỏi tham chiếu lại yêu cầu thí sinh dựa vào đại từ để xác định.

The word "they" in the passage refers to_____.

A. The Wise Old Men

B. The Adult Birds

C. The Young Birds

D. The Prey

4 Dạng bài xác định ý chính

Dạng bài xác định ý chính thường có đề bài hỏi về ý chính của một đoạn văn hay cả văn bản. Khi làm dạng bài này, thí sinh nên áp dụng và tuân thủ theo các bước của kỹ năng đọc "skimming" trong tiếng Anh. Dưới đây là một số câu hỏi của dạng bài này:

"What is the purpose of this passage?"

"Which of the following would be the best title for this article?"

or

"What is the topic of this passage?"

What is the main idea of the passage?

A. Colorful clothes can change your mood.

B. Emotions and colors are closely related to each other.

C. Colors can help you become healthy.

D. Colors are one of the most exciting.

5 Dạng bài điền một câu vào văn bản

Trong VSTEP – Reading dạng bài này được đánh giá là một trong những bài khó. Tần suất xuất hiện trong bài thi của dạng bài này cũng khá ít. Thí sinh sẽ được cho sẵn các câu và phải lựa chọn để đưa chúng vào vị trí đã được đánh dấu trong văn bản, sao cho phù hợp về mặt ngữ nghĩa. Để làm được dạng bài này, thí sinh cần phải xác định được mối liên hệ giữa câu đã cho với những câu phía trước chỗ trống trong văn bản. Cần đặc biệt lưu ý đến các từ nối như: this, that, however, finally,... Ngoài ra, việc xác định câu mà đề bài đưa ra là câu chủ đề, câu nêu ý chính, câu phân tích nguyên nhân, kết quả trong đoạn văn cũng giúp các thí sinh dễ dàng hoàn thành dạng bài này.

Look at the four squares [__] that indicate where the following sentence can be added to the passage.

It remained an important intellectual center for over 500 years until numerous fires and other problems eroded its significance.

Where would the sentence best fit?

A. [A] **C.** [C]

B. [B] **D.** [D]

6 Dạng bài giải thích ý nghĩa của câu có trong văn bản

Đây là một trong những dạng khá khó trong bài thi VSTEP – Reading. Dạng bài này thường đưa ra một câu có sẵn trong bài và

yêu cầu thí sinh rút ra ý nghĩa cơ bản của câu này bằng cách lựa chọn các phương án. Đối với dạng bài này, các thí sinh nên chia nhỏ câu thành các mệnh đề để đọc hiểu nghĩa nội dung cơ bản của câu trước khi đọc nội dung của các phương án.

In paragraph 6, what does the author mean by

"It's illegal to discriminate based on race or income, but how else can you explain such a segregated city in which a school within walking distance from ours doesn't have a single black kid?"

A. Race and income discrimination does exist in chicago.

B. It is hard to explain why chicago is a segregated city.

C. Chicago has different schools for white and black kids.

D. A school in chicago is against race discrimination laws.

7 Dạng bài suy luận thông tin

Dạng câu hỏi suy luận thông tin từ văn bản là một dạng bài khó trong bài thi. Dạng bài này đòi hỏi các thí sinh cần có kỹ năng "scanning" tốt, kết hợp với khả năng vận dụng vốn từ và khả năng tư duy để xác định thông tin và lựa chọn phương án đúng. Một số câu hỏi thường thấy trong bài thi như:

"What can be inferred about..."

or

" The author of the passage implies that..."

The author of the passage implies that _____.

A. Atlases provide a bird's eye view of the country.

B. Atlases can be versatile instruments.

C. Maps use a variety of scales in each projection.

D. Maps of countries differ in size.

8 Dạng bài tìm mục đích trong văn bản

Dạng bài cuối cùng trong bài thi VSTEP – Reading là dạng bài xác định mục đích của văn bản. Với dạng câu hỏi này, thí sinh cần phải hiểu được toàn bộ nội dung của đoạn văn hoặc văn bản để dự đoán được mục đích, thông điệp mà tác giả muốn truyền đạt. Câu hỏi mục đích sẽ có dạng như:

" Why does the author..."
or
"The author mentions C in order to..."

The author mentions SARS in order to_____.

A. Give an example of a highly dangerous disease.
B. Suggest that sars will never become a pandemic.
C. Give an example of the successful prevention of a pandemic.
D. Suggest that there may be a new pandemic soon.

CHƯƠNG 02

ÔN LUYỆN VSTEP - READING

Test 1

Directions: *In this section of the test, you will read FOUR different passages, each followed by 10 questions about it. For questions 1 – 40, you have to choose the best answer A, B, C, or D to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all the questions following a passage on the basis of what is stated or implied in that passage.*

You have 60 minutes to answer all the questions, including the time to transfer your answers to the answer sheet.

PASSAGE 1 – QUESTION 1 – 10

A solar eclipse occurs when the Moon moves in front of the Sun and hides at least some part of the Sun from the earth. In a partial eclipse, the Moon covers part of the Sun; in an annular eclipse, the Moon covers the center of the Sun, leaving a bright **ring** of light around the Moon; in a total eclipse, the Sun is completely covered by the Moon.

It seems rather improbable that **a celestial body** size of the Moon could completely **block out** the tremendously immense Sun, as happens during a total eclipse, but this is exactly what happens. Although the Moon is considerably smaller in size than the Sun, the Moon is able to cover the Sun because of their **relative** distances from Earth. A total eclipse can last up to 7 minutes, during which time the Moon's shadow moves across Earth at a **rate** of about 6 kilometers per second.

Question 1. This passage mainly

A. Describes how long an eclipse will last
B. Gives facts about the moon
C. Explains how the sun is able to obscure the moon
D. Informs the reader about solar eclipses

Question 2. In which type of eclipse in the Sun obscured in its entirety?

A. A partial eclipse
B. An annular eclipse
C. A total eclipse
D. A celestial eclipse

Question 3. The word "ring" in line 4 could best be replaced by

A. Piece of gold
B. Circle
C. Jewel
D. Bell

Question 4. "A celestial body" in line 6 is most probably one that is found

A. Within the moon's shadow
B. Somewhere in the sky
C. On the surface of the sun
D. Inside earth's atmosphere

Question 5. What is the meaning of "block out" in line 7?

A. Square
B. Cover
C. Evaporate
D. Shrink

Question 6. According to the passage, how can the Moon hide the Sun during a total eclipse?

A. The fact that the Moon is closer to Earth than the Sun makes up for the Moon's smaller size.

B. The Moon can only obscure the Sun because of the Moon's great distance from the earth.

C. Because the Sun is relatively close to Earth, the Sun can be eclipsed by the Moon.

D. The Moon hides the Sun because of the Moon's considerable size.

Question 7. The words "relative" in line 10 could best be replaced by

A. Familial

B. Infinite

C. Comparative

D. Paternal

Question 8. Which of the following happens during an eclipse?

A. The Moon hides from the Sun

B. The Moon is obscured by the Sun

C. The Moon begins moving at a speed of 6 kilometers per second

D. The Moon's shadow crosses Earth

Question 9. The word "rate" in line 12 is closest in meaning to

A. Form

B. Speed

C. Distance

D. Rotation

Question 10. Where in the passage does the author mention the rate of a total eclipse?

A. Lines 1 – 2

B. Lines 2 – 4

C. Lines 7 – 8

D. Lines 11 – 12

PASSAGE 2 – QUESTION 11 – 20

Birds that feed in flocks commonly retire together into roosts. The reasons for roosting communally are not always obvious, but there are some likely benefits. In winter especially, it is important for birds to keep warm at night and **conserve** precious food reserves. The first way way to do this is to find a sheltered roost. Solitary roosters shelter in dense vegetation or enter a cavity – horned larks dig holes in the ground and ptarmigan burrow into snow banks – but the effect of sheltering is **magnified** by several birds huddling together in the roosts, as wrens, swifts, brown creepers, bluebirds, and anis do. Body contact reduces the surface area exposed to the cold air, so the birds keep each other warm. Two kinglets huddling together were found to reduce their heat losses by a quarter and three together saved a third of their heat.

The second possible benefit of communal roosts is that they act as "information centers". During the day, parties of birds will have spread out to **forage** over a very large area. When they return in the evening some will have fed well, but others may have found little to eat. Some investigators have observed that when the birds set out again next morning, those birds that did not feed well on the previous day appear to follow those that did. The behavior of common and lesser kestrels may illustrate different feeding behaviors of similar birds with different roosting habits. The common kestrel hunts vertebrate animals in a small, familiar hunting ground, whereas the very similar lesser kestrel feeds on insects over a large area. The common kestrel roosts and hunts alone, but the lesser kestrel roosts and hunts in flocks, possibly so one bird can learn from others where to find insect swarms. Finally, there is safety in numbers at communal roosts since there will always be a few birds awake at any given moment to give the alarm. But this increased protection is partially **counteracted** by the

fact that mass roosts attract predators and are especially vulnerable if they are on the ground. Even **those** in trees can be attacked by birds of prey. The birds on the edge are at greatest risk since predators find it easier to catch small birds perching at the margins of the roost.

Question 11. What does the passage mainly discuss?

A. How birds find and store food
B. How birds maintain body heat in the winter
C. Why birds need to establish territory
D. Why some species of birds nest together

Question 12. The word "conserve" in line 4 is closest in meaning to

A. Retain
B. Watch
C. Locate
D. Share

Question 13. Ptarmigan keep warm in the winter by

A. Huddling together on the ground with other birds
B. Building nests in trees
C. Burrowing into dense patches of vegetation
D. Digging tunnels into the snow

Question 14. The word "magnified" in line 8 is closest in meaning to

A. Caused
B. Modified
C. Intensified
D. Combined

Question 15. The author mentions kinglets in line 11 as an example of birds that

A. Protect themselves by nesting in holes
B. Nest with other species of birds
C. Nest together for warmth
D. Usually feed and nest in pairs

Question 16. The word "forage" in line 16 is closest in meaning to

A. Fly
B. Assemble
C. Feed
D. Rest

Question 17. Which of the following statements about lesser and common kestrels is true?

A. The lesser kestrel and the common kestrel have similar diets.
B. The lesser kestrel feeds sociably but the common kestrel does not.
C. The common kestrel nests in larger flocks than does the lesser kestrel.
D. The common kestrel nests in trees; the lesser kestrel nests on the ground.

Question 18. The word "counteracted" in line 29 is closest in meaning to

A. Suggested
B. Negated
C. Measured
D. Shielded

Question 19. Which of the following is NOT mentioned in the passage as an advantage derived by birds that huddle together while sleeping?

A. Some members of the flock warn others of impending dangers.
B. Staying together provides a greater amount of heat for the whole flock.
C. Some birds in the flock function as information centers for others who are looking for food.
D. Several members of the flock care for the young.

Question 20. Which of the following is a disadvantage of communal roosts that is mentioned in the passage?

A. Diseases easily spread among the birds.
B. Groups are more attractive to predators than individual birds.
C. Food supplies are quickly depleted.
D. Some birds in the group will attack the others.

PASSAGE 3 – QUESTION 21 – 30

Before the mid-nineteenth century, people in the United States ate most foods only **in season**. Drying, smoking, and salting could preserve meat for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to **prevent** spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year. Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve **them** for longer periods. Thus, by the 1890's, northern city dwellers could enjoy southern and western strawberries, grapes, and tomatoes, previously available for a month at most, for up to six months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a **fixture** in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.

Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or

carbohydrates, and not everyone could afford meat. **Nevertheless**, many families could take advantage of previously unavailable fruits, vegetables, and dairy products to achieve more varied fare.

Question 21. What does the passage mainly discuss?

A. Causes of food spoilage
B. Commercial production of ice
C. Inventions that led to changes in the American diet
D. Population movements in the nineteenth century

Question 22. The phrase "in season" in line 2 refers to

A. A kind of weather
B. A particular time of year
C. An official schedule
D. A method of flavoring food

Question 23. The word "prevent" in line 5 is closest in meaning to

A. Estimate
B. Avoid
C. Correct
D. Confine

Question 24. During the 1860's, canned food products were

A. Unavailable in rural areas
B. Shipped in refrigerator cars
C. Available in limited quantities
D. A staple part of the American diet

Question 25. It can be inferred that railroad refrigerator cars came into use

A. Before 1860
B. Before 1890
C. After 1900
D. After 1920

Question 26. The word "them" in line 19 refers to

A. Refrigerator cars

B. Perishables

C. Growers

D. Distances

Question 27. The word "fixture" in line 26 is closest in meaning to

A. Luxury item

B. Substance

C. Commonplace object

D. Mechanical device

Question 28. The author implies that in the 1920's and 1930's home deliveries of ice

A. Decreased in number

B. Were on an irregular schedule

C. Increased in cost

D. Occurred only in the summer

Question 29. The word "Nevertheless" in line 31 is closest in meaning to

A. Therefore

B. Because

C. Occasionally

D. However

Question 30. Which of the following types of food preservation was NOT mentioned in the passage?

A. Drying

B. Canning

C. Cold storage

D. Chemical additives

PASSAGE 4 – QUESTION 31 – 40

The changing profile of a city in the United States is apparent in the shifting definitions used by the United States Bureau of the Census. In 1870 the census officially **distinguished** the nation's "urban" from its "rural" population for the first time. "Urban population" was defined as persons living in towns of 8,000 inhabitants or more. But after 1900 it meant persons living in incorporated places having 2,500 or more inhabitants.

Then, in 1950 the Census Bureau radically changed its definition of "urban" to take account of the new vagueness of city boundaries. In addition to persons living in incorporated units of 2,500 or more, the census now included **those** who lived in unincorporated units of that size, and also all persons living in the densely settled urban fringe, including both incorporated and unincorporated areas located around cities of 50,000 inhabitants or more. Each such unit, conceived as an integrated economic and social unit with a large population nucleus, was named a Standard Metropolitan Statistical Area (SMSA).

Each SMSA would contain at least (a) one central city with 50,000 inhabitants or more or (b) two cities having shared boundaries and **constituting**, for general economic and social purposes, a single community with a combined population of at least 50,000, the smaller of **which** must have a population of at least 15,000. Such an area included the county in which the central city is located, and adjacent counties that are found to be metropolitan in character and economically and socially integrated with the county of the central city. By 1970, about two-thirds of the population of the United States was living in these urbanized areas, and of that figure more than half were living outside the central cities.

While the Census Bureau and the United States government used the term SMSA (by 1969 there were 233 of them), social scientists were also using new terms to describe the elusive,

vaguely defined areas reaching out from what used to be simple " towns" and "cities". A host of terms came into use: "metropolitan regions", "polynucleated population groups", "conurbations", "metropolitan clusters", "megalopolises", and so on.

Question 31. What does the passage mainly discuss?

A. How cities in the United States began and developed
B. Solutions to overcrowding in cities
C. The changing definition of an urban area
D. How the United States Census Bureau conducts a census

Question 32. According to the passage, the population of the United States was first classified as rural or urban in

A. 1870
B. 1900
C. 1950
D. 1970

Question 33. The word "distinguished" in line 3 is closest in meaning to

A. Differentiated
B. Removed
C. Honored
D. Protected

Question 34. Prior to 1900, how many inhabitants would a town have to have before being defined as urban?

A. 2,500
B. 8,000
C. 15,000
D. 50,000

Question 35. According to the passage, why did the Census Bureau revise the definition of urban in 1950?

A. City borders had become less distinct.
B. Cities had undergone radical social change.

C. Elected officials could not agree on an acceptable definition.

D. New businesses had relocated to larger cities.

Question 36. The word "those" in line 11 refers to

A. Boundaries

B. Persons

C. Units

D. Areas

Question 37. The word "constituting" in line 19 is closest in meaning to

A. Located near

B. Determined by

C. Calling for

D. Making up

Question 38. The word "which" in line 21 refers to a smaller

A. Population

B. City

C. Character

D. Figure

Question 39. Which of the following is NOT true of an SMSA?

A. It has a population of at least 50,000.

B. It can include a city's outlying regions.

C. It can include unincorporated regions.

D. It consists of at least two cities.

Question 40. Where in the passage does the author mention names used by social scientists for an urban area?

A. Lines 4 – 6

B. Lines 8 – 9

C. Lines 25 – 27

D. Lines 32 – 34

Test 2

Directions: *In this section of the test, you will read FOUR different passages, each followed by 10 questions about it. For questions 1 – 40, you have to choose the best answer A, B, C, or D to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all the questions following a passage on the basis of what is stated or implied in that passage.*

You have 60 minutes to answer all the questions, including the time to transfer your answers to the answer sheet.

PASSAGE 1 – QUESTION 1 – 10

Around the year 1500, hunting people occupied the entire northern third of North America. They lived well from the animals with whom they shared these lands. Hunters of sea mammals had colonized the Arctic coasts of Canada and Greenland between four and five thousand years before. Land-hunting people had lived throughout much of the northern interior for at least 12,000 years.

Northern North America is part of a larger circumpolar ecological **domain** that continues across the narrow Bering Strait into Siberia and northern Europe. The overall circumpolar environment in the 1500's was not very different from the environment of the present. This vast landmass had a continental climate and was dominated by cold arctic air throughout a long winter and spring season. Summer temperatures ranged from near freezing to the mid-20's Celsius, while winter temperatures were often as low as 40 degrees below zero Celsius.

Geographers divide the overall circumpolar domain into two zones, the Arctic and, below it, the Subarctic. They refer to the landforms of these areas as tundra and taiga, respectively.

Temperatures in the northern lands were below freezing for eight or nine months of the year. Subsurface soil in the Arctic's tundra remained permanently frozen. Even when summer temperatures were above freezing and the top inches of earth became **saturated** with water, the soil below remained frozen into a permafrost, as hard as rock. When water flowed upon the surface of permanently frozen tundra, it made overland travel extremely difficult. Summer travel in the boggy lands, or muskeg country, of the Subarctic's taiga was also slow and **arduous**. Tracking animals was more difficult than it was during the winter when the swampy ground was frozen solid and covered with snow. In both tundra and taiga, hordes of mosquitoes and biting flies bred in the **standing** pools of water. Clothing lost its thermal efficiency when it became damp. Northern people looked forward to the turn of the season to bring the easier traveling conditions associated with cold weather. In the Arctic, they could haul food and supplies by dogsled while in the Subarctic, people could travel quickly and efficiently by snowshoes and toboggan.

Question 1. What does the passage mainly discuss?

A. The hunting people of North America
B. The circumpolar environment of the sixteenth century
C. Animals that inhabit the Arctic coast
D. The geography of Canada and Greenland

Question 2. The word "domain" in line 8 is closest in meaning to

A. Temperature
B. Period
C. Region
D. Process

Question 3. Which of the following terms is used to describe the landforms of the Arctic region?

A. Subarctic

B. Taiga

C. Tundra

D. Muskeg

Question 4. For how many months of the year were temperatures below freezing in the circumpolar region?

A. 4 – 5 months

B. 6 months

C. 8 – 9 months

D. 12 months

Question 5. The word "saturated" in line 22 is closest in meaning to

A. Enriched

B. Dissolved

C. Removed

D. Soaked

Question 6. The word "arduous" in line 27 is closest in meaning to

A. Humid

B. Difficult

C. Indirect

D. Unnecessary

Question 7. The word "standing" in line 30 is closest in meaning to

A. Not flowing

B. Very deep

C. Numerous

D. Contaminated

Question 8. All of the following are mentioned as having made travel in the summer difficult EXCEPT

A. Insects
B. Wet clothing
C. Swampy lands
D. Lack of supplies

Question 9. The subsurface soil in the Arctic's tundra is most comparable to which of the following?

A. Cement
B. A bog
C. A pond
D. Sand

Question 10. Where in the passage does the author mention a means by which people traveled in the northern lands?

A. Lines 2 – 5
B. Lines 7 – 9
C. Lines 24 – 25
D. Lines 33 – 35

PASSAGE 2 – QUESTION 11 – 20

Social parasitism involves one species relying on another to **raise** its young. Among vertebrates, the best known social parasites are such birds as cuckoos and cowbirds; the female lay eggs in a nest belonging to another species and leaves **it** for the host to rear.

The dulotic species of ants, however, are the supreme social parasites. Consider, for example, the unusual behavior of ants belonging to the genus Polyergus. All species of this ant have lost the ability to care for themselves. The workers do not forage for

food, feed their brood or queen, or even clean their own nest. To compensate for these deficits, Polyergus has become specialized at obtaining workers from the related genus Formica to do these chores.

In a raid, several thousand Polyergus workers will travel up to 500 feet in search of a Formica nest, penetrate it, drive off the queen and her workers, capture the pupal brood, and transport it back to their nest. The captured brood is then reared by the resident Formica workers until the developing pupae emerge to add to the Formica population, which maintains the mixed-species nest. The Formica workers forage for food and give it to colony members of both species. They also remove wastes and **excavate** new chambers as the population increases.

The true extent of the Polyergus ants' dependence on the Formica becomes apparent when the worker population grows too large for the existing nest. Formica scouts locate a new nesting site, return to the mixed-species colony, and **recruit** additional Formica nest mates. During a period that may last seven days, the Formica workers carry to the new nest all the Polyergus eggs, larvae, and pupae, every Polyergus adult, and even the Polyergus queen.

Of the approximately 8,000 species of ants in the world, all 5 species of Polyergus and some 200 species in other genera have evolved some degree of parasitic relationship with other ants.

Question 11. Which of the following statements best represents the main idea of the passage?

A. Ants belonging to the genus Formica are incapable of performing certain tasks.

B. The genus Polyergus is quite similar to the genus Formica.

C. Ants belonging to the genus Polyergus have an unusual relationship with ants belonging to the genus Formica.

D. Polyergus ants frequently leave their nests to build new colonies.

Question 12. The word "raise" in line 2 is closest in meaning to

A. Rear
B. Lift
C. Collect
D. Increase

Question 13. The author mentions cuckoos and cowbirds in line 3 because they

A. Share their nests with each other
B. Are closely related species
C. Raise the young of their birds
D. Are social parasites

Question 14. The word "it" in line 4 refers to

A. Species
B. Nest
C. Egg
D. Female

Question 15. What does the author mean by stating that "The dulotic species of ants... are the supreme social parasites" (line 5)?

A. The Polyergus are more highly developed than the Formica.
B. The Formica have developed specialized roles.
C. The Polyergus are heavily dependent on the Formica.
D. The Formica do not reproduce rapidly enough to care for themselves.

Question 16. Which of the following is a task that an ant of the genus Polyergus might do?

A. Look for food
B. Raid another nest
C. Care for the young
D. Clean its own nest

Question 17. The word "excavate" in line 19 is closest in meaning to

A. Find

B. Clean

C. Repair

D. Dig

Question 18. The word "recruit" in line 24 is closest in meaning to

A. Create

B. Enlist

C. Endure

D. Capture

Question 19. What happens when a mixed colony of Polyergus and Formica ants becomes too large?

A. The Polyergus workers enlarge the existing nest.

B. The captured Formica workers return to their original nest.

C. The Polyergus and the Formica build separate nests.

D. The Polyergus and the Formica move to a new nest.

Question 20. According to the information in the passage, all of the following terms refer to ants belonging to the genus Formica EXCEPT the

A. Dulotic species of ants (line 5)

B. Captured brood (line 15)

C. Developing pupae (line 16)

D. Worker population (line 22)

PASSAGE 3 – QUESTION 21 – 30

The Winterthur Museum is a collection and a house. There are many museums **devoted to** the decorative arts and many house museums, but rarely in the United States is a great collection displayed in a great country house. Passing through successive generations of

a single family, Winterthur has been a private estate for more than a century. Even after the extensive renovations made to it between 1929 and 1931, the house remained a family residence. This fact is of importance to the atmosphere and effect of the museum. The impression of a lived-in house is apparent to the visitor; the rooms look as if they were vacated only a short while ago — whether by the original owners of the furniture of the most recent residents of the house can be a matter of personal interpretation. Winterthur remains, then, a house in which a collection of furniture and architectural elements has been **assembled**. Like an English country house, **it** is an organic structure; the house, as well as the collection and manner of displaying it to the visitor, has changed over the years. The changes have coincided with **developing** concepts of the American arts, increased knowledge on the part of collectors and students, and a progression toward the achievement of a historical effect in period-room displays. The rooms at Winterthur have followed this current, yet still retained the character of a private house. The concept of a period room as a display technique has developed gradually over the years in an effort to present works of art in a context that would show them to greater effect and would give them more meaning for the viewer. Comparable to the habitat group in a natural history museum, the period room represents the decorative arts in a lively and interesting manner and provides an opportunity to assemble objects related by style, date, or place of manufacture.

Question 21. What does the passage mainly discuss?

A. The reason that Winterthur was redesigned

B. Elements that make Winterthur an unusual museum

C. How Winterthur compares to English country houses

D. Historical furniture contained in Winterthur

Question 22. The phrase "devoted to" in line 2 is closest in meaning to

A. Surrounded by

B. Specializing in

C. Successful with

D. Sentimental about

Question 23. What happened at Winterthur between 1929 and 1931?

A. The owners moved out.

B. The house was repaired.

C. The old furniture was replaced.

D. The estate became a museum.

Question 24. What does the author mean by stating "The impression of a lived-in house is apparent to the visitor" (line 8 - 9)?

A. Winterthur is very old.

B. Few people visit Winterthur.

C. Winterthur does not look like a typical museum.

D. The furniture at Winterthur looks comfortable.

Question 25. The word "assembled" in line 14 is closest in meaning to

A. Summoned

B. Appreciated

C. Brought together

D. Fundamentally changed

Question 26. The word "it" in line 14 refers to

A. Winterthur

B. Collection

C. English country house

D. Visitor

Question 27. The word "developing" in line 17 is closest in meaning to

A. Traditional
B. Exhibiting
C. Informative
D. Evolving

Question 28. According to the passage, objects in a period room are related by all of the following EXCEPT

A. Date
B. Style
C. Place of manufacture
D. Past ownership

Question 29. What is the relationship between the two paragraphs in the passage?

A. The second paragraph explains a term that was mentioned in the first paragraph.
B. Each paragraph describes a different approach to the display of objects in a museum.
C. The second paragraph explains a philosophy art appreciation that contrasts with the philosophy explained in the first paragraph.
D. Each paragraph describes a different historical period.

Question 30. Where is the passage does the author explain why displays at Winterthur have changed?

A. Lines 1 - 4
B. Lines 6 - 7
C. Lines 8 - 12
D. Lines 16 - 20

PASSAGE 4 – QUESTION 31 – 40

The modern comic strip started out as ammunition in a newspaper war between giants of the American press in the late nineteenth century. The first full-color comic strip appeared in January 1894 in the *New York World*, owned by Joseph Pulitzer. The first regular weekly full-color comic supplement, similar to today's Sunday funnies, appeared two years later, in William Randolph Hearst's rival New York paper, the *Morning Journal.*

Both were immensely popular, and publishers realized that supplementing the news with comic relief boosted the sale of papers. The*Morning Journal* started another feature in 1896, the "Yellow Kid," the first continuous comic character in the United States, whose creator, Richard Outcault, had been lured away from the *World* by the ambitious Hearst. The "Yellow Kid" was in many ways a pioneer. Its comic dialogue was the strictly urban farce that came to characterize later strips, and **it** introduced the speech balloon inside the strip, usually placed above the characters' heads.

The first strip to **incorporate** all the elements of later comics was Rudolph Dirks's "Katzenjammer Kids," based on Wilhelm Busch's *Max and Moritz,* a European satire of the nineteenth century. The "Kids" strip, first published in 1897, served as the **prototype** for future American strips. It contained not only speech balloons, but a continuous cast of characters, and was divided into small regular panels that did away with the larger panoramic scenes of most earlier comics.

Newspaper syndication played a major role in spreading the popularity of comic strips throughout the country. Though weekly colored comics came first, daily blackand-white strips were not far behind. The first appeared in the Chicago *American* in 1904. It was

followed by many imitators, and by 1915 black-and-white comic strips had become a **staple** of daily newspapers around the country.

Question 31. What does the passage mainly discuss?

A. A comparison of two popular comic strips

B. The differences between early and modern comic strips

C. The effects of newspapers on comic strip stories

D. Features of early comic strips in the United States

Question 32. Why does the author mention Joseph Pulitzer and William Randolph Heart?

A. They established New York's first newspaper

B. They published comic strips about the newspaper war

C. Their comic strips are still published today

D. They owned major competitive newspapers

Question 33. The passage suggests that comic strips were popular for which of the following reasons?

A. They provided a break from serious news stories.

B. Readers enjoyed the unusual drawings.

C. Readers could identify with the characters.

D. They were about real-life situations.

Question 34. To say that Richard Outcault had been" lured away from" the World by Hearst (line 10) means which of the following?

A. Hearst convinced Outcault to leave the World.

B. Hearst fired Outcault from the World.

C. Hearst warned Outcault not to leave the World.

D. Hearst wanted Outcault to work for the World.

Question 35. The word "it" in line 15 refers to

A. The "Yellow Kid"

B. Dialogue

C. Farce

D. Balloon

Question 36. According to the passage, the "Yellow Kid" was the first comic strip to do all of the following EXCEPT

A. Feature the same character in each episode.

B. Include dialogue inside a balloon.

C. Appear in a chicago newspaper.

D. Characterize city life in a humorous way.

Question 37. The word "incorporate" in line 17 is closest in meaning to

A. Affect

B. Create

C. Combine

D. Mention

Question 38. The word "prototype" in line 20 is closest in meaning to

A. Story

B. Humor

C. Drawing

D. Model

Question 39. The word "staple" in line 30 is closest in meaning to

A. Regular feature

B. Popular edition

C. New version

D. Huge success

Question 40. In what order does the author discuss various comic strips in the passage?

A. In alphabetical order by title

B. In the order in which they were created

C. According to the newspaper in which they appeared

D. From most popular to least popular

V

WRITING

- **Chương 1:** Những điều cần biết về VSTEP - Writing
- **Chương 2:** Một số bài luận mẫu trong VSTEP - Writing Part 1
- **Chương 3:** Một số bài luận mẫu trong VSTEP - Writing Part 2

CHƯƠNG 01 NHỮNG ĐIỀU CẦN BIẾT VỀ VSTEP - WRITING

I GIỚI THIỆU VỀ VSTEP - WRITING

Trong bốn kỹ năng của kỳ thi VSTEP thì kỹ năng viết luôn là một trong những kỹ năng khiến nhiều thí sinh gặp khó khăn trong quá trình ôn luyện. Với khoảng thời gian là một tiếng, thí sinh sẽ phải hoàn thành cả hai phần thi. Trong đó phần đầu tiên (Part 1), thí sinh sẽ có 20 phút để viết một bức thư dựa trên những thông tin có sẵn. Ở phần thứ hai (Part 2) thí sinh sẽ cần dành 40 phút để phân tích hay thảo luận về một vấn đề có nhiều quan điểm khác nhau. Đặc biệt, để đánh giá các bài viết, giám khảo cũng sẽ dựa vào những tiêu chí như:

- Task Achievement – Sự logic và lập luận
- Coherence & Cohesion – Sự mạch lạc trong hành văn và sự liên kết các ý trong câu
- Lexical Resource – Sự phóng phú về vốn từ vựng
- Grammatical Range & Accuracy – Sự đa dạng hóa các câu và cấu trúc ngữ pháp

Chính vì vậy, chỉ cần nắm vững và hiểu được các tiêu chí này, thí sinh sẽ dễ dàng cải thiện hiệu quả kỹ năng viết.

II NHỮNG ĐIỀU CẦN LƯU Ý TRONG BÀI THI VSTEP - WRITING

Viết thư là một dạng bài bắt buộc trong PART 1 của phần thi VSTEP – Writing. Các thí sinh sẽ dựa vào những thông tin mà đề bài đưa ra để viết một bức thư ngắn trong khoảng thời gian 20

phút. Các dạng viết thư thường gặp trong bài thi, như: Viết thư cảm ơn, thư xin lỗi, thư phàn nàn, thư đề nghị,... Chẳng hạn:

PART 1

You should spend about 20 minutes on this task.

You have a pen-friend living in another country and he is curious to know about the major news items in your country. Briefly describe ONE news that has been on TV, on the radio, or in the newspapers in your country, and explain why people are interested in it.

Write a letter to reply to your friend. In your letter, you need:

- *Introduce the ONE news*
- *Explain why people are interested in it*

You should write at least 120 words.

Đối với phần này, thí sinh cần phải lưu ý: Nếu trong đề không nhắc đến tên của người nhận thư, thì thí sinh nên tự đưa thêm vào bài viết. Nếu người nhận thư là một đơn vị, tổ chức thì chúng ta có thể viết *"Dear Sir or Madam"*. Nếu người nhận thư là nam giới lớn tuổi hơn mình, thì hãy viết *"Dear Mr..."*. Với phụ nữ có thể viết *"Dear Ms..."*. Tùy theo yêu cầu của đề bài về dạng thư, chúng ta hãy sử dụng các câu kết sao cho thích hợp với từng loại. Một số cách kết thư như: *"Yours faithfully, Yours sincerely, Best regards, Best wishes..."*

Khác với PART 1, các dạng bài trong PART 2 lại đòi hỏi thí sinh cần dành nhiều thời gian hơn để tư duy và đưa ra ý kiến, lập luận với từng quan điểm mà đề bài đưa ra. Những câu hỏi thường gặp trong phần thi PART 2 bao gồm:

. *To what extent do you agree or disagree?*

. *Discuss both sides and give your own opinion.*

. *Explain what is the reason and provide some solutions.*

PART 2

You should spend about 40 minutes on this task.

Write about following topic:

Some people believe that there is nothing that young people can teach older people.

Do you agree or disagree with the given statement? Use specific reasons and examples to support your opinion.

You should write at least 250 words.

III PHƯƠNG PHÁP LÀM BÀI

1 Phương pháp làm bài phần thi Writing - Part 1

- Phân đoạn cho bức thư: có thể viết từ ba tới bốn đoạn văn. Tuy nhiên, các đoạn cần phải bám sát vào nội dung của đề bài và giải thích được những vấn đề mà đề bài đưa ra.
- Cần chỉ rõ mục đích viết thư: chẳng hạn với loại thư xin lỗi, phàn nàn hay đề nghị... người viết cần đưa ra lý do vì sao mình lại viết bức thư này.
- Giải thích mục đích của việc viết thư: trình bày rõ ràng nguyên nhân.
- Phần kết bài cần nhấn mạnh lại mục đích viết thư một lần nữa.

2 Phương pháp làm bài phần thi Writing - Part 2

Mỗi một dạng bài trong trong PART 2 đều sẽ có những cách phân đoạn và cách viết riêng. Dưới đây là một số gợi ý về cách phân đoạn của từng dạng bài.

- To what extent do you agree or disagree?

Đoạn	Nội dung
Đoạn 1	Đưa ra quan điểm, agree or disagree?
Đoạn 2	Đưa ra luận điểm đầu tiên và chứng minh luận điểm này
Đoạn 3	Đưa ra luận điểm thứ hai và chứng minh luận điểm này
Đoạn 4	Đưa ra luận điểm trái ngược và chứng minh luận điểm đó
Đoạn 5	Tổng kết lại quan điểm của người viết

- Discuss both sides and give your own opinion.

Đoạn	Nội dung
Đoạn 1	Nêu vấn đề được đưa ra trong đề bài
Đoạn 2	Thảo luận về một quan điểm
Đoạn 3	Thảo luận về quan điểm còn lại
Đoạn 4	Tổng kết lại quan điểm của người viết

- Explain what is the reason and provide some solutions.

Đoạn	Nội dung
Đoạn 1	Nêu vấn đề được đưa ra trong đề bài
Đoạn 2	Đưa ra nguyên nhân đầu tiên và phân tích luận điểm
Đoạn 3	Đưa ra nguyên nhân thứ hai và phân tích luận điểm
Đoạn 4	Đưa ra giải pháp cho hai nguyên nhân trên
Đoạn 5	Tổng kết lại quan điểm của người viết

CHƯƠNG 02 MỘT SỐ BÀI LUẬN MẪU TRONG VSTEP - WRITING PART 1

Test 1

You should spend about 20 minutes on this task.

You have received a letter from a pen-friend living in another country, Jane, asking you about the programme in your country. Read part of Jane's email below.

I am doing some research on television shows in other countries. I would be happy if you could tell me about programs in your country and if possible let me know why people like it.

You should write at least 120 words.

Dear Jane,

I'm very happy when I received your letter. I know that you want to learn about TV shows in my country. I'm writing this letter to tell you about a programme that I have enjoyed recently.

Among many programs on TV these days such as the news, sport programs, entertainment shows, educational series, etc. I personally like a reality show about music which has been on aired recently named "Spring, Summer, Fall, Winter... and Spring". The show is shown on HTV7 every Thursday at 20:30 p.m. It often lasts about 45 minutes. In each episode, a music theme is intentionally selected and told to listeners through interesting songs. The show has become viral with expressive performances by famous singers and musicians,

such as: Hoa Minzy, Van Mai Huong, Anh Tu, Hua Kim Tuyen, Uyen Linh, etc. Those singers are very successful artists and their voices are capable of inspiring listeners. During the show, audiences enjoy intentionally selected songs which are not only associated with previous generations but also recent hot hits among youngsters. Moreover, watching this program makes me relaxed after a day of work and gets immersed in a lively music space. Because my work is too busy, I don't have much time to watch TV. Therefore, these reality shows are very suitable for me.

That's all for now. I hope to see you soon!
Best,
Jimmy

Test 2

You should spend about 20 minutes on this task.

You have received a letter from my best friend. She wants to know about the new job. Read part of Mary's email below.

In your previous letter, I remember that you told me about your new job. I was really excited about that. Let me know more about this job and how do you feel about it?

I look forward to hearing from you.

You should write at least 120 words.

Dear Mary,

I'm very glad when I received your letter. I'm writing to you to tell you about my new job that I said in the previous letter.

Now, I am working as a technologist for a company in Hanoi. My company's name is Petrovietnam Oil – PVOIL which is one of the major companies in import, export and exploitation of Vietnamese oil. I have had this job for more than 5 months. I have to work from Monday to Saturday. I often drive to the office at 7:30 a.m and start work at 8 o'clock until 5:30 p.m. In my job, I am in charge of designing, estimating, setting up schedules, and site supervision sometimes... Besides, I also need to coordinate with other departments within the company in order to run daily businesses smoothly. To do this job besides my university degree, I have to do some training courses in construction project management, site supervision, designing, etc. In addition, other skills required include communication, time management, teamwork and presentation skills, etc. I really enjoy my current job because it allows me to apply practical knowledge and skills about the construction field. I also learn a lot from my work.

That's all for now. Hope to see you soon!

Best wishes,

Nam

Test 3

You should spend about 20 minutes on this task.

You have received a letter from a friend, Sara, asking you about health problems. Read part of Sara's email below.

I am very pleased to receive your mail. However, I have a vestibular disorder now and I remember that you have it too. Give me some helpful advice.

I will be very happy to receive your letter next time

You should write at least 120 words.

Dear Sara,

I'm very happy when I received your letter. I'm very sorry to hear that you have some health problems. Because I have the same problem, following advice may help you to get better.

Firstly, you should eat healthy food such as: fruits, vegetables, fish and drink enough water everyday. The Japanese eat a lot of fish so they live very long. You should reduce the consumption of meat and fat food because they may cause heart diseases and increase the cholesterol level in your blood. Fruits and vegetables bring you lots of vitamins and minerals which is especially good for your skin and digestion.

Secondly, you should do exercise daily by choosing an exercise or a sport that suits your conditions. For example: football, swimming, aerobic, yoga or jogging. They not only make you stronger but also help you relax after a day of work which all enables you keep fit and stay healthy. If you don't have much time, you just need to do morning exercises regularly.

Finally, you need to have a regular health check-up. If you have some problems with your health, you should go to the doctor immediately before it gets more serious. You should visit the doctor regularly in order to find out any diseases you may have, so that you have a better chance to get rid of it.

I think those are very helpful tips to retain a good health. I hope you will soon get better. That's all for now. Hope to see you soon!

Best wishes,

Jany

Test 4

You should spend about 20 minutes on this task.

You have seen a notice on a residential bulletin board about an upcoming factory project to be built near your home. Write a letter to get more information about this project. Read follow the text of the notice.

Once a new industry is about to be inaugurated in the southern part of the district. Many opportunities and possibilities are being opened up. Please contact us for more information.

You should write at least 120 words.

Dear Sir or Madam,

I'm now based in Me Linh district and have recently received information from the local government that a factory is going to be built in the southern part of the district near where I live.

This information rather surprised me. My family has lived here for a long time and it has always been a safe and clean area. I think a construction project like this will change the surrounding atmosphere and our lives. Like many other residents I have talked to, we are all unhappy about it.

I think residents who live in this area have a right to know more about the plan before it goes ahead. Therefore, I'm writing to ask for more details about this project, such as construction time and the size of the factory. In addition, I also hope you will have plans to improve and protect the environment around the factory area to avoid affecting people's lives.

I look forward to hearing from you.

Yours faithfully,

John Carlson

Test 5

You should spend about 20 minutes on this task.

You recently bought a laptop. When using it, you discover that some parts of the laptop are faulty. Write a letter to the local representative of the company. Read the store's product warranty guidelines.

We will support consulting and answer questions about the products. Manufacturer's defective products will be returned within 15 days. Contact us for more information.

You should write at least 120 words.

Dear Sir or Madam,

I am writing in the hope that you can help me with a problem regarding a laptop I recently bought.

On 27 March, I purchased a laptop HP Pavilion 15 from the "Hanoi computer" store located at 88 Thai Ha, Dong Da district, Ha Noi city. The laptop costs $664 and I paid for it using my Visa credit card.

When I received it and after 24 hours using it, I discovered that the laptop was unable to charge as its charging cord was faulty. I think that this is a manufacturer's fault during the assembly of the device.

I am now based in Bac Giang city and I am not going to Ha Noi city in a short time. Therefore, I would be grateful if you could send me a new laptop to exchange for this faulty one after I return it. I attach a copy of the receipt with this letter to provide you with more information.

I look forward to hearing from you.

Yours faithfully,

Neil MacFarlane

CHƯƠNG 03 MỘT SỐ BÀI LUẬN MẪU TRONG VSTEP - WRITING PART 2

Test 1

You should spend about 40 minutes on this task.
Write about following topic:
Many children these days have an unhealthy lifestyle. Both schools and parents are responsible for solving this problem.
To what extent do you agree with this statement?
You should write at least 250 words.

Nowadays, children have many more opportunities to lead a healthy life than in the past because generally they live in hygienic surroundings and have plenty to eat. However, modern lifestyles mean that many children spend long hours in front of televisions or computers and do not take a great deal of exercises and eat an unbalanced diet. I believe both parents and schools can do a lot to remedy in this situation.

On the one hand, parents should limit the time that children are allowed to spend before screens and encourage them to take more exercise instead. They could, for example, play sports with them on weekends. Schools also should include regular exercises in student's timetable, with activities such as physical education and compulsory sports.

As far as diet is concerned, both parents and schools should provide children with a range of foods which include plenty of vegetables and fruits and only a small amount of fat. If children are brought up on a healthy diet, they learn responsible eating habits

which, combined with plenty of physical activities, helps them to grow into healthy adults.

On the other hand, I think that governments and health authorities have a responsibility to teach people how to create a healthy lifestyle for children. This can be done, for example, by programmes about healthy eating on television, or by giving courses to new parents on how to bring up their children.

In conclusion, I believe that governments can encourage and help by giving information to people. However, the responsibility for bringing up children with a good healthy lifestyle lies in those who are in regular contact with them, in other words, their parents and teachers.

Test 2

You should spend about 40 minutes on this task.
Write about following topic:
Some organisations believe that their employees should dress smartly. Others value quality of work above appearance.
Discuss both these views and give your own opinion.
You should write at least 250 words.

Traditionally, people who work in offices have dressed formally and smartly. No one thought about changing this norm until a few companies brought out a "casual clothes" policy. Nowadays, suits have become less common in some organisations. But is it wise to allow employees to wear casual clothes?

Insurance companies that have a strong public image would argue that they need to have smart employees in order to promote their products. Before a meeting with clients, sales people often carefully check their appearance because they know that customers will not buy things from them if they are badly dressed. Some banks and airlines are so concerned about how the public would see them that they provide uniforms for their staff.

On the other hand, for IT companies and other workplaces in which staff don't need to work directly with customers, is it really compulsory to dress well? A technician might argue their work effciency or performance is more valuable than what they wear or how they look. Therefore, what really matters is allowing them to wear comfortable and suitable clothes that help them think and work more effectively.

I would conclude that having a smart look is important but unnecessarily set as a requirement at the workplace. It may depend on how an organization develop its public image or its way of doing business that the value of physical appearance varies. Personally, I think one's outlook is meaningful and should always be regarded properly.

Test 3

You should spend about 40 minutes on this task.
Write about following topic:
Some suggest that young people should take a job for a few years between school and university.
Discuss what the advantages and disadvantages might be for people who do this.
You should write at least 250 words.

It has become more and more popular for students to work for a period of time rather than going straight to university. There are advantages to this, but I feel that it is also a risk and could lead to some problems.

One of the obvious disadvantages of getting a job is that you may find it difficult or even impossible to get a place at university later. This is because there may be huge competition for places, and the longer you wait, the harder it may be. You could also find that the course you want has been changed or dropped.

Another disadvantage is that you can lose the habit of studying. For example, school students are trained to use a range of study skills which help them achieve academic success. However, if these skills are not regularly used, it is easy for us to forget them. This could make university life much harder.

On the other hand, there are several advantages to getting a job. The first is that you can become independent. For example, people who earn money can afford to rent their own apartment. In addition, some of the money can be saved and used to pay for university fees. Another benefit is that working gives you a break to think thoroughly about what you would really like to study. It will be a wise step in case you are unsure about your future career.

Overall, I think there are arguments for and against the idea of working between school and university. The important thing is to be aware of these issues and choose the path that best suits your personal situation.

Test 4

You should spend about 40 minutes on this task.
Write about following topic:
Global warming is one of the biggest threats humans face in the 21st century and sea levels are continuing to rise at alarming rates. What problems are associated with this and what are some possible solutions.
You should write at least 250 words.

Many experts have warned that "Climate change causes sea level rise, this is also the danger that people are facing today". In this essay, I will take out the consequences of this phenomenon and present some solutions to these problems.

The first effects of sea level rise are flooding in low-lying areas and saline intrusion in coastal regions. The rising sea levels are affecting millions of people whose houses will be inundated and properties will be sunk in water. Shelter is one of the most basic of human needs and widespread flooding or saltwater intrusion would cause a great amount of people to become homeless, not to mention their losing of life and property. The devastation brought about by global warming was clear for all to see during the 2011 Tsunami in Japan which experienced uncountable loss.

A possible solution to address this problem would be building barriers to prevent flooding and saline intrusion. Flood defences, such as dikes, dams and floodgates, could be developed along coasts and waterways, thereby stopping the water reaching populated areas. The Netherlands is one of the most populated areas in the world and also one of the most vulnerable to flooding and they have successfully employed various flood defence systems.

In short, global warming and the rise in sea levels caused by climate change are serious problems which should be prevented and urgent to be solved by many countries around the world. We also approach feasible measures like the Netherlands did to prevent floods.

Test 5

You should spend about 40 minutes on this task.

Write about following topic:

Some people believe that a person's culture is defined by their country of origin, while others believe that has only a minor influence. Discuss both these views and give your opinion.

You should write at least 250 words.

Many people believe that where we come from will greatly affect our attitudes and behaviors. However, others think that is just one of the factors. In my point of view, I think both of these views are correct, but I will be more inclined to the second.

It is impossible to completely deny defining influences of one's country of origin. If we were born and raised in a place, we could be influenced by the culture of this place. For example, some words used to refer to an object or event in one country couldn't be understood in another country. If your country has a traditional style of music, say, reggae or rock, all citizens will be exposed to it and, as a result, are more likely to enjoy it.

Another aspect that we need to consider is the effects of globalization. Today, we are exposed to many different cultures

which can be seen all around us, such as foreign films, music, fashion and food everywhere. One of the benefits of globalization is the greater diversity of cultures from which we can choose. We can easily meet any men of a country who present a behavioral culture or his preferences that come outside the country they grew up in. Furthermore, more and more people are working and studying abroad. They may also be influenced by the countries they are living in.

In conclusion, cultural influences of the country, where we live, are only one part of what define our identity. Because of the increasing globalization, we are approaching cultures unconsciously or according to our likes. To my mind, this is what makes the world such an interesting place.

V

SPEAKING

- **Chương 1:** Những điều cần biết về VSTEP - Speaking
- **Chương 2:** Những câu hỏi thường gặp trong VSTEP - Speaking

CHƯƠNG 01 NHỮNG ĐIỀU CẦN BIẾT VỀ VSTEP - SPEAKING

I GIỚI THIỆU VỀ VSTEP - SPEAKING

Speaking chính là phần thi cuối cùng trong bài thi VSTEP. Phần thi này sẽ áp dụng hình thức thi "một đối một" để đánh giá khả năng giao tiếp của các thí sinh về các chủ đề quen thuộc với độ dài nhất định. Thời gian thi sẽ kéo dài khoảng 12 – 15 phút với ba phần thi. Cụ thể các phần thi như sau:

Phần	Nội dung	Nhiệm vụ của các phần thi	Tiêu chí đánh giá
PART 1	Social Interaction (Tương tác xã hội)	Thí sinh sẽ được hỏi 3 - 6 câu hỏi về hai chủ đề khác nhau.	Trong suốt quá trình thi, giám khảo sẽ dựa vào các tiêu chí sau để đánh giá khả năng sử dụng ngôn ngữ của các thí sinh: - Sự trôi chảy và mạch lạc - Khả năng sử dụng vốn từ - Sự chính xác và đa dạng hóa trong việc sử dụng ngữ pháp - Khả năng phát âm
PART 2	Solution Discussion (Thảo luận giải pháp)	Thí sinh được cung cấp một tình huống và được cho sẵn ba lựa chọn. Thí sinh sẽ có 1 phút để chuẩn bị và 2 phút để trình bày lựa chọn của mình.	
PART 3	Topic Development (Phát triển chủ đề)	Thí sinh sẽ được cung cấp một chủ đề với ba gợi ý cho sẵn. Thí sinh sẽ có 1 phút để chuẩn bị và 3 phút để trình bày các gợi ý; phát triển chủ đề bằng các lập luận, ví dụ , giải thích...	

I PHƯƠNG PHÁP LÀM BÀI

VSTEP – Speaking là phần thi cuối cùng, nên các thí sinh cần chuẩn bị một tâm thế thật thoải mái, tự tin khi thi và để đạt kết quả như mong đợi. Dưới đây là những hướng dẫn về phương pháp làm từng phần giúp thí sinh dễ dàng nắm bắt và xây dựng chiến lược để tối ưu hóa điểm số trong bài thi này.

PART 1

Ở phần này, giám khảo chủ yếu đánh giá vốn từ vựng cơ bản của thí sinh về cuộc sống và khả năng nắm chắc cấu trúc ngữ pháp cơ bản. Nên khi trả lời, thí sinh phải đặc biệt chú ý đến khía cạnh này. Hầu hết các câu hỏi của giám khảo trong phần đầu tiên đều bắt đầu với *"Do you...?/Did you...?/Would you...?/Are you...?"* và cấu trúc ngữ pháp về các thì khác nhau trong tiếng Anh, do đó, khi trả lời những câu hỏi như thế này, các thí sinh nên đưa những câu trả lời trực tiếp và đưa ra cấu trúc ngữ pháp tương ứng. Đừng quên mở rộng thêm các ý nhưng cần chú ý đến cách sử dụng các thì. Chẳng hạn:

- **Are you studying or working?**

I am currently a university student, studying in Hanoi University.

- **Do you like your school/university?**

Yes, I like my university quite much. To begin with, its location is nearly perfect. I mean it is located in the city centre and therefore it is of much convenience for us to live there. Besides, the campus is really beautiful with a garden and an artificial lake.

MẸO HAY

- **Trả lời nhanh.** Ở phần đầu tiên, các câu hỏi của giám khảo đưa tương đối đơn giản. Chính vì vậy sau khi kết thúc câu hỏi, các thí sinh cần lập tức đưa ra câu trả lời của mình. Trong trường hợp nghe không hiểu hoặc không rõ câu hỏi thí sinh có thể hỏi lại nhưng không nên quá lạm dụng, nếu không muốn bị mất điểm.
- **Diễn đạt quan điểm và cảm nhận của bản thân.** Khi trả lời câu hỏi, thí sinh nên đưa thêm quan điểm của mình thay vì chỉ đưa ra những thông tin chung chung. Nếu các câu hỏi thuộc dạng: *"Do you like/ dislike...?"* thì thí sinh nên đưa ra quan điểm của mình, sau đó trình bày thêm một số nguyên nhân để mở rộng câu trả lời.
- **Điều chỉnh độ dài của câu trả lời.** Thí sinh nên sử dụng 15 - 25 giây để trả lời từng vấn đề của Part 1, trong khoảng ba câu. Thí sinh nên cố gắng đưa ra nhiều thông tin, đừng chỉ lặp lại câu hỏi của giám khảo.

PART 2

Ở phần này, giám khảo sẽ đánh giá về khả năng vận dụng tổng hợp ngôn ngữ để xử lý các tình huống thực tế thường xuyên xuất hiện trong cuộc sống. Đây cũng là một trong những phần thi khiến nhiều thi sinh lo lắng.

Đối với phần thi này, thi sinh cần sử dụng trọn vẹn 1 phút để chuẩn bị thông tin cho câu trả lời của mình. Hãy cố gắng viết vắn tắt các ý mà mình sẽ trình bày, nên chia rõ ràng các ý để lập luận và chứng minh quan điểm của mình. Cụ thể, thí sinh cần nêu được tình huống mà giám khảo đưa ra và trình bày lựa chọn của mình ngay từ đầu. Bởi tất cả các tình huống đưa ra đều được cho sẵn ba phương án để lựa chọn, nên thí sinh cần lựa chọn một trong ba phương án này để giải thích và chứng minh thật kỹ. Tuy nhiên, vẫn nên đưa ra lý do tại sao hai phương án còn lại không phải là giải

pháp tối ưu và giải thích về điều đó. Khi kết thúc bài đừng quên nhấn mạnh lại quan điểm của bản thân một lần nữa.

Phần cuối cùng của Part 2 chính là bài độc thoại cá nhân nên việc duy trì mạch nói cũng vô cùng quan trọng. Nếu đột nhiên bị ngừng lại bởi vì quên ý hay do quá hồi hộp, thí sinh có thể tạo cho bản thân khoảng thời gian hòa hoãn bằng việc nhắc lại câu hỏi trên phiếu câu hỏi, chẳng hạn như *"If you want to know why I choose to talk about this person, I should say..."*

Part 3 là phần thi cuối cùng trong bài thi Speaking. Phần này sẽ tập trung chủ yếu đánh giá khả năng vận dụng ngôn ngữ để phân tích và giải thích các vấn đề khác nhau. Đầu tiên, thí sinh phải chú ý đến tính logic của ngôn ngữ, nên sử dụng từ nối để diễn đạt quan điểm. Với những vấn đề khác nhau, thí sinh có thể chuẩn bị trước một số câu dẫn hay từ nối, chẳng hạn "From my point of view,.../The first/second reason is.../To tell the truth,.../A convincing example is that...". Sau khi trình bày, giám khảo sẽ yêu cầu thí sinh trả lời một số câu hỏi liên quan đến nội dung mà thí sinh vừa trình bày.

Ngoài ra, thí sinh cần đặc biệt chú ý tới ngữ điệu, nhấn giọng khi nói. Khác với những phần thi trước, trong phần này, giám khảo nghiêng về việc đánh giá khả năng vận dụng ngôn ngữ để thảo luận các vấn đề ở nhiều khía cạnh, do đó, thí sinh nên cố gắng đưa ra câu trả lời dài và logic hơn.

CHƯƠNG 02 NHỮNG CÂU HỎI THƯỜNG GẶP TRONG VSTEP - SPEAKING

PART 1 Social Interaction

Dưới đây là một số chủ đề mà giám khảo sẽ hỏi thí sinh.

MẸO HAY

- Hãy cố gắng kể nhiều hơn về bản thân mình.
- Hãy trả lời trực tiếp câu hỏi của giám khảo, đừng trả lời quá dài.
- Hãy đặc biệt chú ý đến ngữ pháp và cách pháp âm.

Suggested questions

Let's talk about your hometown.

1. Where do you come from? Is your hometown famous for anything?
2. In what ways has your hometown changed in the past few years?
3. What do you think needs to change in your hometown?

Let's talk about your daily routine/holidays.

1. What time of the day do you like best?
2. Would you like to change your daily routine (in any way)?
3. Do you think holidays are important?

Let's talk about your job.

1. Do you work or are you a student?
2. Why did you choose to do that job (or, that kind of work)?
3. Is it easy (for other people in your country) to find work like your job?

Let's talk about transport.

1. Do you often travel by aeroplane/airplane? Do you think aircraft will be used more in the future?

2. How important do you think it is for drivers to have good driving skills?
3. Do you think it would be a good idea to have driving classes in high school?

Let's talk about news/newspapers & magazines.

1. Do you prefer to read newspapers or watch TV to get your news?
2. What types of news do you like to read/watch?
3. Do you think reading foreign magazines and newspapers can help you learn a new language?

Let's talk about sound (noises).

1. Do you prefer a quiet environment or an environment with some sound?
2. What natural sound do you like (the most)?
3. What sound reminds you of your childhood?

PART 2 Solution Discussion

Giám khảo sẽ đưa ra một tình huống cụ thể, thí sinh sẽ có 1 phút để chuẩn bị cho phần trình bày của mình và sau đó trình bày với giám khảo.

MẸO HAY

- Hãy nêu rõ phương án nào được chọn ngay từ đầu.
- Hãy trình bày ít nhất hai lý do giải thích tại sao phương án đó lại là tốt nhất, kèm theo ví dụ chứng minh.
- Hãy trình bày ngắn gọn lý do tại sao hai phương án còn lại không phải là giải pháp tối ưu.

Một số tình huống sau đã được gợi ý câu trả lời mẫu, các thí sinh có thể tham khảo cách trả lời này.

Situation 1: *You see a boy who is bullied. What will you do: talk to his teacher, talk to his parents, or talk with his friends?*

Well, you know, if I have to decide among three options: talk to his teacher, to his parents or with his friends, I will choose the first option and present my point of view and explain more about it.

In my opinion, I think that talking to his teacher is the best choice for me. Firstly, his teacher is the person who has the most contact with their students while they are at school. Secondly, it is easy for his teacher to find out about the incident. Since she understands their students more than anyone, the solution will be solved. However, many people believe that the incident should be said to his parents or with friends, but I don't think so. Because, when hearing about the situation, many parents or friends have negative actions and attitudes. Such responses could make matters worse and affect the boy's mentality. Besides, it can also cause the case to be out of control.

For all reasons I put above, I believe that talking to his teacher about this problem is the best choice.

Situation 2: *You choose a gift for a friend who is going to study abroad. A book, a self -designed photo album, a silk scarf. What do you think is the best choice?*

Well, If I have to make a decision among the three options above, I would choose a self-designed photo album. There are some reasons for this option.

Firstly, my favourite activity in free time is making handmade things. So, I think that my friend will be amazed and excited about a present that I designed. It will be a special gift before studying abroad. With this present, she can keep a lot of photos of her family

and her friends to reduce her homesickness. Studying abroad means living far away from home and family. Therefore, with some photos, it is useful for her to ease her homesickness and get more encouragement to study better. I don't choose a book or a silk scarf because they seem unsuitable for her. I rarely see her sitting in one place reading a book or wearing a silk scarf.

To sum up, from my point of view, a self-designed photo album is a gift that I think my friends will be liked.

Situation 3: *You are going to travel to Sapa. There are three suggestions of when to go there: Spring, summer and winter. Which one would you choose?*

Well, travelling is one of my interests. If I had to choose one season to travel to Sapa, I would go for summer. There are several explanations for this option.

The first reason is that I usually have a long vacation in summer, therefore, I can spend much time on travelling. It is also a good chance for me to discover the beauty and traditional culture of the ethnic groups in Sapa at this time. The second reason is that the summer in Sapa is usually cooler than other areas in Vietnam. This is also the best weather to participate in many outdoor activities and visit famous places in Sapa. I can climb to the top of Fansipan to watch the sunset. I don't like travelling to Sapa in the spring and winter because it is very cold and wet, which will affect my trip. Moreover, I have to work at that time.

In conclusion, summer is the most suitable time for me to take a trip to Sapa.

Situation 4: *You are considering a birthday present for a friend. A clothing item, a book, a pair of tickets. What do you think is the best choice?*

Well, If I have to make a decision among three options, a clothing item, a book or a pair of tickets, I suppose a pair of tickets would be the best choice. There are two main reasons why I like this gift.

First of all, my friend is a big fan of sports. He often buys ticket to see the teams that he loves. Therefore, I believe he will be very surprised and excited about the present that I give. With this pair of tickets, he can invite a friend who shares his interest to join. Secondly, most of the matches take place at weekends, so it will be a good choice for his entertainment and relaxation after a busy week. I don't choose a clothing item or a book because I am not sure what kind of clothes that he likes to wear, or what type of books that he likes to read. If he receives a gift that he doesn't like, it won't make him happy. Moreover, the gift may never be used by him.

For all the reasons I put above, I choose a pair of tickets as the best birthday gift for my friend.

Situation 5: *Your friend's class is discussing whether they should take photos to celebrate graduation. They are considering three options: taking photos with formal clothes, taking photo with informal clothes, or taking no photos at all. Which do you think is the best choice?*

Well, If I have to make a decision among the three above, taking photos with formal clothes, taking photo with informal clothes, or taking no photo at all, then it would be taking photos with formal clothes. There are some reasons for my choice.

First of all, graduation is a significant anniversary at the end of school life, and everyone wants to save the date with beautiful moments. Secondly, whereas formal clothes seem suitable to the atmosphere of a ceremony, they would make students look more mature. That everyone in the same kind of costume will be awesome which shows solidarity and unity. For the other two options, I don't think they would match the reasons that I have given because they may ruin the ceremony and lose the idea of the ceremony.

To sum up, from my point of view, taking photos with formal clothes is the best idea choice choose for a graduation ceremony.

PART 3 Topic Development

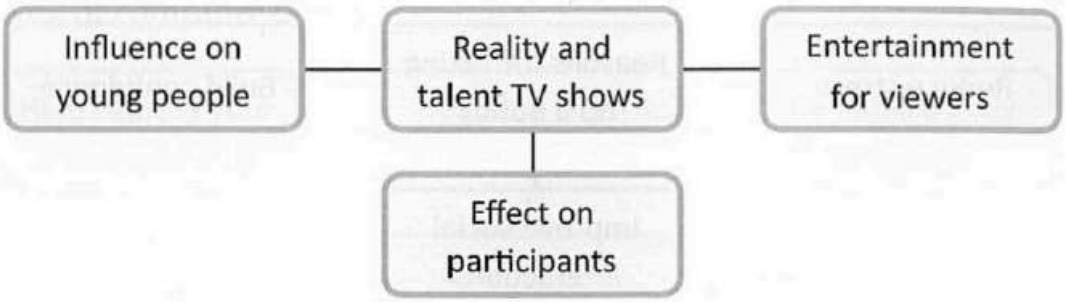
Trong phần này, thí sinh sẽ được yêu cầu trình bày một bài nói ngắn về một chủ đề được trình bày bằng sơ đồ tư duy. Thí sinh sẽ có 1 phút để chuẩn bị và 2 - 3 phút để trình bày phần thi của mình.

Gợi ý

- Không nên trả lời tất cả các câu hỏi ngay vì những câu hỏi này là follow-up và thí sinh cần trả lời sau khi kết thúc bài nói.
- Hãy dựa vào sơ đồ tư duy để trình bày bài nói của mình bằng cách phân tích chủ đề, đưa ra quan điểm cá nhân để giải thích và chứng minh quan điểm. Đừng quên tổng kết lại chủ đề.
- Hãy sử dụng vốn từ phong phú để đa dạng hóa bài nói bằng cách sử dụng các từ đồng nghĩa, các câu từ dẫn, cụm động từ...
- Hãy trả lời thẳng vào trọng tâm của câu hỏi và đưa ra ví dụ để chứng minh cho quan điểm của mình.

Dưới đây là một số đề thi và câu trả lời mẫu kèm theo, giúp các thí sinh dễ dàng hình dung Part 3 của bài thi VSTEP Speaking

Topic 1: Reality and talent TV shows are of benefit.



Follow-up questions:

1. What are the drawbacks of reality shows?
2. What kind of people do you think should be on reality TV shows?
3. Should TV programs be censored before being broadcasted?

Sample answer:

Nowadays, reality and talent shows are very popular on TV channels. These programs bring a lot of advantages for the following reasons.

Firstly, most of the talent and reality shows are built for entertainment of viewers. After a busy working day, many people seek rest and relaxation in broadcasting contents. They provide viewers with not only entertainment but also knowledge of life. Some popular shows to be mentioned include: Who wants to be a Millionaire?, X-Factor, Your face sounds familiar, etc. Secondly, reality and talent shows often have a strong impact on guests, participants and viewers themselves. Those who participate in these programs are often famous people and have a big fan base. Participation in these shows also helps them get closer to audiences who in turn also understands more about them. Moreover, there are many reality shows that have contributed to change the attitudes and thoughts of viewers, especially young audiences. Young people, after watching these programs, tend to be more optimistic; they become more proactive to change their lives for the better. Many programs also help them to become successful startups and leaders in the future.

In short, I believe that reality and talent shows on TV often bring a lot of benefits to viewers. However, viewers should also choose an age-appropriate program.

Topic 2: There are several reasons for people to take up a hobby.

Follow-up questions:

1. What are the advantages of having a hobby?
2. Is it harmful to spend too much time on hobbies?
3. What hobbies are popular in your hometown?

Sample answer:

As far as you know, hobbies have played an important role in our life. There are many reasons to be mentioned.

First of all, a hobby is liked a remedy for reducing stress. Because it is the activity that you choose for yourself, it will always give you pleasure and help you relax. Even if you just spend a little time enjoying your hobby, you can see a big difference in your spirit. Secondly, some hobbies can also benefit you financially. Many old people enjoy gardening. They grow a lot of trees and vegetables, so they can sell them for some money. In addition, a hobby can help you to improve your social relationships. If you like taking photos, you can join a club to share the pictures you have taken with other members. If your hobby is crafting, you can give your products to your friends as gifts. Communicating regularly with people can help you feel more confident and open. As a result, you'll be in a good mood to work and study.

In short, from my point of view, I think that a hobby brings a lot of benefits for us because of the above reasons.

Topic 3: Face to face communication can be considered the best way of communication.

Follow-up questions:

1. In your opinion, what forms of communication will be most popular in the next 20 years?
2. What are the differences from the ways we get news compared to the past?
3. What important factors do we need to be successful in face to face communication?

Sample answer:

Nowadays, there are many different forms of communication. However, face to face communication is considered to be the best way of communication for some reasons.

First of all, this kind of communication can help us express our emotions directly when we interact in person with others. In this way, they can transfer our attitudes and emotions not only in words but also by our intonation, eye contact and gestures. Moreover, we can also use body language to communicate. We can also understand what our partners are thinking by reading their body language. For example, if they are actively nodding their heads and smiling, it is clear that they are engaged with you and your message. Another advantage of face to face communication is that it can give you instant feedback. Instead of spending an entire day emailing or texting messages back and forth to solve a problem, we can easily find the answer after discussing it together. In addition, face-to-face communication will help us reduce false information compared to exchanging by text and mail.

Finally, it can also help to build strong relationships between the two people when they can directly see, hear and talk to each other.

For all mentioned above benefits it brings out, it can be claimed that face to face communication is the best way of communication.

Topic 4: Technology helps students learn better.

Follow-up questions:

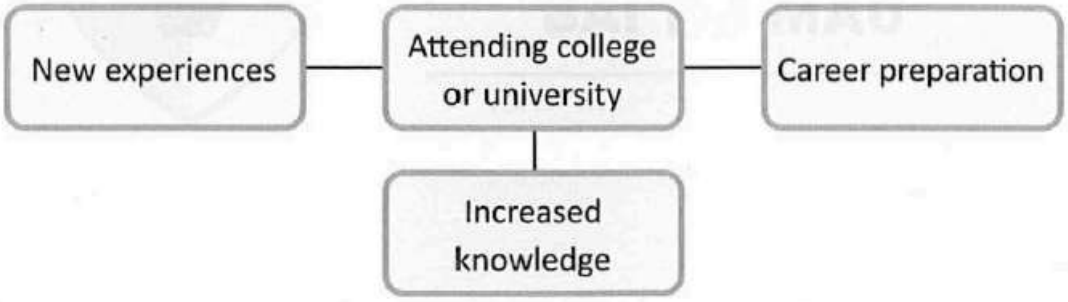
1. What are the negative effects of using computers and the internet on young learners?
2. Do you think that tablets will replace traditional textbooks in the future?
3. How do you think technology will affect education in the future?

As you know, technology has created a revolution that has dramatically changed our lives, especially in education.

First of all, technology gives us more opportunities to choose learning methods. We can easily take distance learning courses without having to go to school. This is quite useful for working people who do not have much time to take advanced courses at school. Moreover, we can easily learn and search for lessons in online courses anytime and anywhere. For example, during the Covid-19 pandemic, a large number of students were unable to go to schools. Technology has made it possible for them to complete their curriculum through online classes. Another advantage of technology is that it helps us to find and exploit information online quickly and accurately. We can find solutions to any problems by looking for information on websites. Besides, in my opinion, technology helps us to improve and expand relationships between communities.

In short, technology has changed our education and given us more opportunities to get closer to modern education around the world.

Topic 5: Attending college or university.



Follow-up questions:

1. How are education priorities today different from those in the past?
2. Is a good education more important to a boy than a girl? Why?
3. How well do you think universities should prepare young people for working life?

A university offers the highest level of education as well as a valuable degree required for students to build their careers. People attend colleges or universities for lots of different reasons.

Firstly, career preparation is probably the primary and most important reason for people to choose colleges and universities. Students are equipped with technical knowledge and trained with practical new skills necessary for their careers and a university certificate can help increase their job opportunities in the future. Secondly, students also go to colleges or universities to have new experiences. For example, it is their first time away from home, living in a new place and getting used to a new environment and people. They can learn to live on their own and take care of them without having their family always nearby. Besides, they have lots of chances to face and respond to real life situations.

Finally, students have the opportunity to increase their knowledge about technology, art, history about themselves and the outer world. Besides, they also get a chance to learn many subjects in their classes.

In conclusion, I am sure that getting professional training, learning new things, experiencing diverse cultures and customs, getting prepared for the future career and improving job position are the main reasons for people to attend colleges and universities.

V

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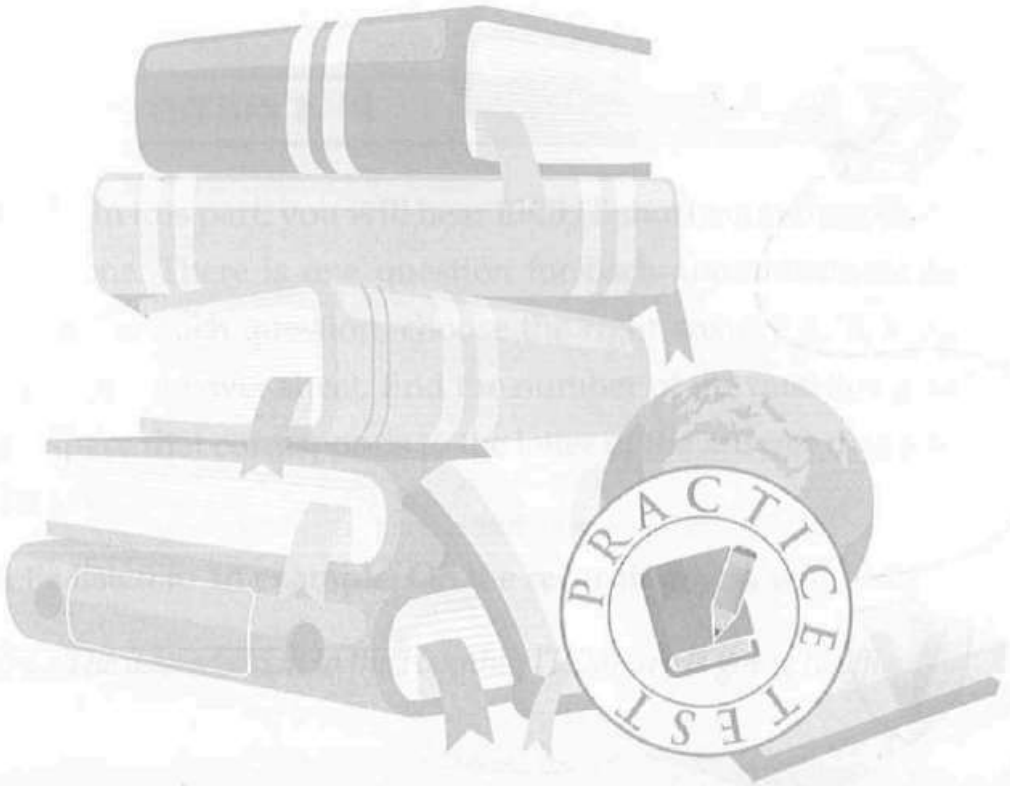

Test 1

LISTENING

Time allotted: 40 minutes

Number of questions: 35

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

PART 1 – QUESTION 1 – 8

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *The new addition to the Henning IT Library is going to officially*

open next at 9 a.m. or Monday morning. This much anticipated section of the library has been touted by the press and business community in that it will provide much needed information to IT firms, investors and government officials.

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. To announce the move of the library
B. To collect donations to buy new books
C. To introduce a new section of the library
D. To notify people of the new hours of the library

The correct answer is **C. To introduce a new section of the library.** Now, let's begin with the first question.

Question 1. Where are the people?

A. At the zoo
B. At the beginning of a trail
C. At the top of the mountain
D. At the gym

Question 2. When are customer service representatives available?

A. For 5 hours a day
B. From 5 a.m. to 9 p.m.
C. From 7 a.m. to 9 p.m.
D. For 24 hours a day

Question 3. Why is Lina Miller calling?

A. To schedule an appointment
B. To introduce herself
C. To do a research with her
D. To apply for the manager position

Question 4. Who is the broadcast mainly intended for?

A. Road workers
B. Car drivers
C. Plane pilots
D. Train passengers

Question 5. What will the office manager do?

A. Fill out the form
B. Call the shipping office
C. Endorse the form
D. Mail the box

Question 6. Where will Mr. Jung be next week?

A. At his office
B. At a conference
C. In LA
D. In Paris

Question 7. How long will the position be posted inside the company?

A. 3 weeks
B. 4 weeks
C. 2 months
D. 3 months

Question 8. What will happen in August?

A. The museum will host guests
B. Additional jobs will be available
C. A new magazine will be published
D. An exhibition will start and be photographed

PART 2 – QUESTION 1 – 8

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Question 9. Where does the man want to go?

A. To a concert
B. To a rehearsal
C. To a lecture
D. To the library

Question 10. How many different routes to the music building does the woman suggest?

A. One
B. Two
C. Three
D. Four

Question 11. What is the problem with taking the shuttle bus?

A. The bus will not arrive for a while
B. The bus sometimes does not come
C. The bus goes very slowly to the Music Building
D. The bus does not go directly to the Music Building

Question 12. What does the man finally decide to do?

A. Think of another plan
B. Miss the lecture
C. Wait for the bus
D. Walk

Questions 13 to 16 refer to the following conversation

Question 13. How did the woman probably travel on vacation?

A. By bicycle

B. By train

C. By car

D. By plane

Question 14. Which of the following did the woman do on vacation?

A. She spent a few weeks in Laramie.

B. She made a few stops before going on to Yellowstone.

C. She went directly to Yellowstone.

D. She stopped at the Devil's Tower National Monument.

Question 15. Which of the following is a well-known sight in Yellowstone?

A. Old Faithful

B. Laramie

C. Devil's Tower National Monument

D. Wyoming

Question 16. What would the man like to do?

A. Hear again about Yellowstone

B. Get a job in a national park

C. Move to Yellowstone

D. Take a trip to Yellowstone

Questions 17 to 20 refer to the following conversation

Question 17. What is the subject of this conversation?

A. Abraham Lincoln

B. When Thanksgiving began

C. The traditional Thanksgiving dinner

D. How and when we celebrate Thanksgiving

Question 18. How will the woman spend Thanksgiving?

A. With a big Thanksgiving dinner
B. With colonists in Massachusetts
C. Alone and thinking about how Thanksgiving developed
D. In an untraditional manner

Question 19. What were the Massachusetts colonists thankful for?

A. The terrible winter
B. The corn harvest
C. The development of Thanksgiving Day
D. For getting the whole family together

Question 20. According to the speaker, when is Thanksgiving celebrated today?

A. At many different times
B. Any time in November
C. On a Thursday in November
D. In July

PART 3 – QUESTION 21 – 35

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Questions 21 to 25 refer to the following talk

Question 21. What is the purpose of the talk?

A. To train new college administrators
B. To recommend becoming a specialist
C. To assist student in career planning
D. To suggest places to look for a job

Question 22. According to the speaker, which people are likely to be specialists?

A. Accountants
B. Professors
C. Managers
D. Writers

Question 23. What characteristics do not accurately describe a generalist?

A. Skilled in talking with other people
B. Concerned with tools and techniques
C. Trained in a technical or professional field
D. Must be able to make overall judgements

Question 24. According to the speaker, why are generalists needed in administrative positions?

A. Generalists have a better education than specialists
B. Generalists prefer the higher salaries of administrators
C. Generalists are skilled in leadership and coordination
D. Generalists receive advanced training in technology

Question 25. What can be inferred from the talk?

A. Both specialists and generalists can find jobs
B. Government workers are usually specialists
C. The speaker was educated as a generalist
D. Specialists are more intelligent than generalists

Questions 26 to 30 refer to the following talk

Question 26. What is the main purpose of the talk?

A. To list major economic problems
B. To explain why bread prices increase
C. To classify the types of inflation
D. To discuss some effects of inflation

Question 27. Why does the instructor talk about a loaf of bread?

A. To explain social and political turmoil
B. To compare bread with other foods
C. To illustrate the effect of price changes
D. To complain about the price changes

Question 28. What happens when prices go up but salaries remain the same

A. People must work longer to buy the same things
B. Workers might lose their jobs if they complain
C. People will save many rather than spend it
D. The government will regulate the economy

Question 29. Which of the following statements is correct about galloping inflation?

A. People try to get rid of their currency
B. Incomes and relative prices rise slightly
C. Inflation occurs at a rate of 100 percent in a year
D. There is social and political disorder

Question 30. What is t hyperinflation?

A. Not distort relative prices
B. Happens quickly at 100% speed
C. Not as bad as the others
D. Characterized by social and political unrest

Questions 31 to 35 refer to the following lecture

Question 31. Why are psychologists interested in developing laws?

A. To help students understand the art of psychology
B. To be able to make predictions about human behavior
C. To permit scientists to experiment with human subjects
D. To raise the status of psychology as a serious

Question 32. What assumption do psychologists make?

A. There are patterns to human behavior

B. People like to participate in experiments

C. There are few laws that can be proven

D. People obey only the laws they agree with

Question 33. Which behavior illustrates the law of Effect?

A. A boy notices a stray cat while he is walking to school

B. A boy forgets where he put a gift from his grandmother

C. A boy teaches his grandmother how to use a computer

D. A boy stops pulling a cat's tail when the cat bites him

Question 34. What laws accurately describe being affected by behavior?

A. The law of Psychoanalytic

B. The law of Behaviorist

C. The law of Effect

D. The law of hypothesis

Question 35. Which of the following statements is NOT TRUE about the process that psychologists develop laws?

A. State the hypothesis

B. Propanda organization

C. Make a law

D. Hypothesis verification

READING

Time allotted: 60 minutes

Number of questions: 40

Directions: In this section of the test, you will read FOUR different passages, each followed by 10 questions about it. For questions 1-40, you have to choose the best answer A, B, C, or D, to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all the questions following a passage on the basis of what is stated or implied in that passage.

You have 60 minutes to answer all the questions, including the time to transfer your answers to the answer sheet.

PASSAGE 1 – QUESTION 1 – 10

In the world of birds, bill design is a prime example of **evolutionary fine-tuning**. Shorebirds such as oystercatchers use their bills to pry open the tightly sealed shells of their prey, hummingbirds have stiletto like bills to probe the deepest nectar-bearing flowers, and kiwis smell out earthworms thanks to nostrils located at the tip of their beaks. But few birds are more intimately tied to their source of sustenance than are crossbills. Two species of these finches, named for the way the upper and lower parts of their bills cross, rather than meet in the middle, reside in the evergreen forests of North America and feed on the seeds held within the cones of coniferous trees.

The efficiency of the bill is evident when a crossbill locates a cone. Using a lateral motion of its lower mandible, the bird separates two overlapping scales on the cone and exposes the seed. The crossed mandibles enable the bird to exert a powerful biting force at the bill tips, **which** is critical for maneuvering them between the scales and spreading the scales apart. Next, the crossbill snakes its long tongue into the **gap** and draws out the seed. Using the combined action of the bill and tongue, the bird cracks open and **discards** the woody seed covering and swallows the nutritious inner kernel. This whole process takes but a few seconds and is repeated hundreds of times a day.

The bills of different crossbill species and subspecies vary - some are stout and deep, others more slender and shallow. As a rule, large-billed crossbills are better at securing seeds from large cones, while small-billed crossbills are more deft at removing the seeds from small, thin-scaled cones. Moreover, the degree to which cones are naturally slightly open or tightly closed helps determine which bill design is the best.

One anomaly is the subspecies of red crossbill known as the Newfoundland crossbill. This bird has a large, robust bill, yet most of Newfoundland's conifers have small cones, the same kind of cones that the slender-billed white-wings rely on.

Question 1. What does the passage mainly discuss?

A. The importance of conifers in evergreen forests
B. The efficiency of the bill of the crossbill
C. The variety of food available in a forest
D. The different techniques birds use to obtain food

Question 2. Which of the following statements best represents the type of "evolutionary fine-tuning" mentioned in line 2?

A. Different shapes of bills have evolved depending on the available food supply.

B. White-wing crossbills have evolved from red crossbills.

C. Newfoundland's conifers have evolved into small cones.

D. Several subspecies of crossbills have evolved from two species.

Question 3. Why does the author mention "oystercatchers, hummingbirds, and kiwis"?

A. They are examples of birds that live in the forest.

B. Their beaks are similar to the beak of the crossbill.

C. They illustrate the relationship between bill design and food supply.

D. They are closely related to the crossbill.

Question 4. Crossbills are a type of

A. Shorebird

B. Hummingbird

C. Kiwi

D. Finch

Question 5. The word "which" in line 17 refers to

A. Seed

B. Bird

C. Force

D. Bill

Question 6. The word "gap" in line 19 is closest in meaning to

A. Opening

B. Flower

C. Mouth

D. Tree

Question7. The word "discards" in line 20 is closest in meaning to

A. Eats

B. Breaks

C. Finds out

D. Gets rid of

Question 8. In what way is the Newfoundland crossbill an anomaly?

A. It is larger than the other crossbill species.

B. It uses a different technique to obtain food.

C. The size of its bill does not fit the size of its food source.

D. It does not live in evergreen forests.

Question 9. The final paragraph of the passage will probably continue with a discussion of

A. Other species of forest birds

B. The fragile ecosystem of Newfoundland

C. What mammals live in the forests of North America

D. How the Newfoundland crossbill survives with a large bill

Question 10. Where in the passage does the author describe how a crossbill removes a seed from its cone?

A. The first paragraph

B. The second paragraph

C. The third paragraph

D. The fourth paragraph

PASSAGE 2 – QUESTION 11 – 20

Galaxies are the **major** building blocks of the universe. A galaxy is a giant family of many millions of stars, and it is held together by its own gravitational field. Most of the material universe is organized into galaxies of stars, together with gas and dust.

There are three main types of galaxy; spiral, elliptical, and irregular. The Milky Way is a spiral galaxy: a flattish disc of stars with two spiral arms emerging from its central nucleus. About one-quarter of all galaxies have this shape. Spiral galaxies are well supplied with the interstellar gas in **which** new stars form; as the rotating spiral pattern sweeps around the galaxy it compresses gas and dust, triggering the formation of bright young stars in its arms. The elliptical galaxies have a **symmetrical** elliptical or spheroidal shape with no **obvious** structure. Most of their member stars are very old and since ellipticals are devoid of interstellar gas, no new stars are forming in them. The biggest and brightest galaxies in the universe are ellipticals with masses of about 1013 times that of the Sun; these giants may frequently be sources of strong radio emission, in which case they are called radio

galaxies. About two-thirds of all galaxies are elliptical. Irregular galaxies comprise about one-tenth of all galaxies and they come in many subclasses.

Measurement in space is quite different from measurement on Earth. Some terrestrial distances can be expressed as intervals of time: the time to fly from one continent to another or the time it takes to drive to work, for example. By comparison with these familiar yardsticks, the distances to the galaxies are incomprehensibly large, but they too are made more manageable by using a time calibration, in this case the distance that light travels in one year. On such a scale the nearest giant spiral galaxy, the Andromeda galaxy is two million light years away. The most distant luminous objects seen by telescopes are probably ten thousand million light years away. Their light was already halfway here before Earth even formed. The light from the nearby Virgo galaxy set out when reptiles still dominated the animal world.

Question 11. The world "major" in line 1 is closest in meaning to

A. Intense **B.** Principal

C. Huge **D.** Unique

Question 12. What does the second paragraph mainly discuss?

A. The Milky Way

B. Major categories of galaxies

C. How elliptical galaxies are formed

D. Difference between irregular and spiral galaxies

Question 13. The word "which" in line 9 refers to

A. Dust **B.** Gas

C. Pattern **D.** Galaxy

Question 14. According to the passage, new stars are formed in spiral galaxies due to

A. An explosion of gas

B. The compression of gas and dust

C. The combining of old stars

D. Strong radio emissions

Question 15. The word "symmetrical" in line 12 is closest in meaning to

A. Proportionally balanced

B. Commonly seen

C. Typical large

D. Steadily growing

Question 16. The word "obvious" in line 13 is closest in meaning to

A. Discovered

B. Apparent

C. Understood

D. Simplistic

Question 17. According to the passage, which of the following is NOT true of elliptical galaxies?

A. They are the largest galaxies.

B. They mostly contain old stars.

C. They contain a high amount of interstellar gas.

D. They have a spherical shape.

Question 18. Which of the following characteristics of radio galaxies is mentioned in the passage?

A. They are a type of elliptical galaxy.

B. They are usually too small to be seen with a telescope.

C. They are closely related to irregular galaxies.

D. They are not as bright as spiral galaxies.

Question 19. What percentage of galaxies are irregular?

A. 10%

B. 25%

C. 50%

D. 75%

Question 20. Why does the author mention the Virgo galaxy and the Andromeda galaxy in the third paragraph?

A. To describe the effect that distance has on visibility

B. To compare the ages of two relatively young galaxies

C. To emphasize the vast distances of the galaxies from Earth

D. To explain why certain galaxies cannot be seen by a telescope

PASSAGE 3 – QUESTION 21 – 30

The ocean bottom – a region nearly 2.5 times greater than the total land area of the Earth – is a vast **frontier** that even today is largely unexplored and uncharted, Until about a century ago, the deep-ocean floor was completely **inaccessible**, hidden beneath waters averaging over 3,600 meters deep. Totally without light and subjected to intense pressures hundreds of times greater than at the Earth's surface, the deep-ocean bottom is a hostile environment to humans, in some ways as forbidding and remote as the void of **outer space.**

Although researchers have taken samples of deep-ocean rocks and sediments for over a century, the first detailed global investigation of the ocean bottom did not actually start until 1968, with the beginning of the National Science Foundation's Deep Sea Drilling Project (DSDP). Using techniques first developed for the offshore oil and gas industry, the DSDP's drill ship, the Glomar Challenger, was able to maintain a steady position on the ocean's surface and drill in very deep waters, **extracting** samples of sediments and rock from the ocean floor.

The Glomar Challenger completed 96 voyages in a 15-year research program that ended in November 1983. During this time, the vessel logged 600,000 kilometers and took almost 20,000 core samples of seabed sediments and rocks at 624 drilling sites around the world. The Glomar Challenger's core sample has allowed geologists to reconstruct what the planet looked like hundreds of millions of years ago and to calculate what it will probably look

like millions of years in the future. Today, largely on the **strength** of evidence gathered during the Glomar Challenger's voyages, nearly all earth scientists agree on the theories of plate tectonics and continental drift that explain many of the geological processes that shape the Earth.

The cores of sediment drilled by the Glomar Challenger have also yielded information critical to understanding the world's past climates. Deep-ocean sediments provide a climatic record stretching back hundreds of millions of years, because **they** are largely isolated from the mechanical erosion and the intense chemical and biological activity that rapidly destroy much land-based evidence of past climates. This record has already provided insights into the patterns and causes of past climatic change – information that may be used to predict future climates.

Question 21. What is the main topic of the passage?

A. Marine life deep in the ocean
B. The Earth's climate millions of years ago
C. The first detailed study of the bottom of the ocean
D. Geologists' predictions for the future environment of the Earth

Question 22. The author refers to the ocean bottom as a "frontier" in line 2 because it

A. Is not a popular area for scientific research
B. Contains a wide variety of life forms
C. Attracts courageous explorers
D. Is an unknown territory

Question 23. The word "inaccessible" in line 4 is closest in meaning to

A. Unrecognizable
B. Unreachable
C. Unusable

D. Unsafe

Question 24. The author mentions "outer space" in line 8 because

A. The Earth's climate millions of years ago was similar to conditions in outer space

B. It is similar to the ocean floor in being alien to the human environment

C. Rock formations in outer space are similar to those found on the ocean floor

D. Techniques used by scientists to explore outer space were similar to those used in ocean exploration

Question 25. Which of the following is true of the Glomar Challenger?

A. It is a type of submarine.

B. It is an ongoing project.

C. It has gone on over 100 voyages.

D. It made its first DSDP voyage in 1968.

Question 26. The word "extracting" in line 16 is closest in meaning to

A. Breaking

B. Locating

C. Removing

D. Analyzing

Question 27. The Deep Sea Drilling Project was significant because it was

A. An attempt to find new sources of oil and gas

B. The first extensive exploration of the ocean bottom

C. Composed of geologists from all over the world

D. Funded entirely by the gas and oil industry

Question 28. The word "strength" in line 25 is closest in meaning to

A. Basis

B. Purpose

C. Discovery

D. Endurance

Question 29. The word "they" in line 33 refers to

A. Years
B. Climates
C. Sediments
D. Cores

Question 30. Which of the following is NOT mentioned in the passage as being a result of the Deep Sea Drilling Project?

A. Geologists were able to determine the Earth's appearance hundreds of millions of years ago.
B. Two geological theories became more widely accepted by scientists.
C. Information was revealed about the Earth's past climatic changes.
D. Geologists observed forms of marine life never before seen.

PASSAGE 4 – QUESTION 31 – 40

Basic to any understanding of Canada in the 20 years after the Second World War is the country's impressive population growth. For every three Canadians in 1945, there were over **five** in 1966. In September 1966 Canada's population passed the 20 million mark. Most of this **surging** growth came from natural increase. The depression of the 1930's and the war had held back marriages, and the catching-up process began after 1945. The baby boom continued through the decade of the 1950's, producing a population increase of nearly fifteen percent in the five years from 1951 to 1956. This rate of increase had been exceeded only once before in Canada's history, in the decade before 1911, when the prairies were being settled. Undoubtedly, the good economic conditions of the 1950's supported a growth in the population, but the expansion also derived from a **trend** toward earlier marriages and an increase in the average size of families. In 1957 the Canadian birth rate stood at 28 per thousand, one of the highest in

the world.

After the **peak** year of 1957, the birth rate in Canada began to decline. It continued falling until in 1966 it stood at the lowest level in 25 years. Partly this decline reflected the low level of births during the depression and the war, but it was also caused by changes in Canadian society. Young people were staying at school longer; more women were working; young married couples were buying automobiles or houses before starting families; rising living standards were cutting down the size of families. It appeared that Canada was once more falling in step with the trend toward smaller families that had occurred all through the Western world since the time of the Industrial Revolution.

Although the growth in Canada's population had slowed down by 1966 (the increase in the first half of the 1960's was only nine percent), another large population wave was coming over the horizon. It would be composed of the children of the children who were born during the period of the high birth rate prior to 1957.

Question 31. What does the passage mainly discuss?

A. Educational changes in Canadian society
B. Canada during the Second World War
C. Population trends in postwar Canada
D. Standards of living in Canada

Question 32. According to the passage, when did Canada's baby boom begin?

A. In the decade after 1911
B. After 1945
C. During the depression of the 1930's
D. In 1966

Question 33. The word "five" in line 3 refers to

A. Canadians
B. Years
C. Decades
D. Marriages

Question 34. The word "surging" in line 5 is closest in meaning to

A. New
B. Extra
C. Accelerating
D. Surprising

Question 35. The author suggests that in Canada during the 1950's

A. The urban population decreased rapidly
B. Fewer people married
C. Economic conditions were poor
D. The birth rate was very high

Question 36. The word "trend" in line 13 is closest in meaning to

A. Tendency
B. Aim
C. Growth
D. Directive

Question 37. The word "peak" in line 17 is closest in meaning to

A. Pointed
B. Dismal
C. Mountain
D. Maximum

Question 38. When was the birth rate in Canada at its lowest postwar level?

A. 1966
B. 1957
C. 1956
D. 1951

Question 39. The author mentions all of the following as causes of declines in population growth after 1957 EXCEPT

A. People being better educated
B. People getting married earlier
C. Better standards of living
D. Couples buying houses

Question 40. It can be inferred from the passage that before the Industrial Revolution

A. Families were larger

B. Population statistics were unreliable

C. The population grew steadily

D. Economic conditions were bad

WRITING

Time allotted: 60 minutes

Number of tasks: 2

Task 1

You should spend about 20 minutes on this task.

You received an email from your uncle, Hung. He asked you for some information about one of your sons. Read part of her email below.

I've just got an email from my cousin, An. He said he's going to take a course in Ho Chi Minh this summer. He asked if he could stay with my family until he could find an apartment. Can you tell me a bit about him? (things like his personality, hobbies and interests, and his current work or study if possible) I want to see if he will fit in with my family.

You should write at least 120 words.

Task 2

You should spend about 40 minutes on this task.

Write about following topic:

In order to solve traffic problems in major cities in Viet Nam, the government should strictly limit roadway encroachment and improve transport infrastructure.

What problems are associated with this and what are some possible solutions?

To what extent do you agree with this statement?

You should write at least 250 words

SPEAKING

Time allotted: 12 minutes

Number of parts: 3

PART 1 Social Interaction (3')

Let's talk about your free time activities.

- What do you often do in your free time?
- Do you watch TV? If no, why not? If yes, which TV channel do you like best? Why?
- Do you read books? If no, why not? If yes, what kinds of books do you like best? Why?

Let's talk about your neighborhood.

- Can you tell me something about your neighborhood?
- What do you like most about it?
- Do you plan to live there for a long time? Why/why not?

PART 2 Solution Discussion (4')

Situation: A group of people is planning a trip from Hanoi to Sapa. Three means of transport are suggested: by train, by plane, and by coach. Which means of transport do you think is the best choice?

PART 3 Topic Development (5')

Topic: Travelling has a lot of benefits

- What are the differences in the way to travel between your generation and your grandparents?
- Can you compare the tourist trips of local people and foreign visitors in your country?
- In what ways can we reduce the negative effects of tourism?

Test 2

LISTENING

Time allotted: 40 minutes

Number of questions: 35

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

PART 1 – QUESTION 1 – 8

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *The new addition to the Henning IT Library is going to officially open next at 9 a.m. or Monday morning. This much anticipated section of the library has been touted by the press and business community in that it will provide much needed information to IT firms, investors and government officials.*

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. To announce the move of the library
B. To collect donations to buy new books
C. To introduce a new section of the library
D. To notify people of the new hours of the library

The correct answer is **C. To introduce a new section of the library**. Now, let's begin with the first question.

Question 1. Who is most probably speaking?

A. A flight attendant
B. A waiter
C. A sales person
D. A chef

Question 2. Where would the announcement most likely be heard?

A. At a university
B. At a company
C. At a park
D. At a hospital

Question 3. Why will the cafeteria be closed?

A. There is no hot water
B. There is no electricity
C. The improvements will take place in the cafeteria
D. The cooks are on break

Question 4. When is the deadline of the entry for the contest?

A. Sunday

B. Monday

C. Tuesday

D. Not decided yet

Question 5. What is the purpose of the speech?

A. A poor safety record

B. A change in management

C. Newly installed equipment

D. A new federal law for safety processes

Question 6. What is scheduled in the afternoon?

A. A field trip

B. A banquet

C. A keynote

D. Presentations

Question 7. How many proposals were received?

A. 40

B. 16

C. 14

D. 12

Question 8. What is Scott's new position?

A. A minister of education center

B. A president of the education center

C. A lobbyist of the education center.

D. An assistant to a minister of education

PART 2 - QUESTION 1 - 8

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Question 9. What seems to be true about Bob's haircut?

A. The is Bob's first haircut.

B. The haircut is unusually short.

C. Bob doesn't know who gave him the haircut.

D. After the haircut, Bob's hair still touches the floor.

Question 10. How does Bob seem to feel about his haircut?

A. It is just what he wanted

B. He dislikes it immensely

C. He enjoys having the latest style

D. He thinks it will be cool in the summer

Question 11. What did Bob see on the floor?

A. Piles of his hair

B. A broken mirror

C. The hairstylist

D. The scissors used to cut his hair

Question 12. What do people keep saying to Bob?

A. "It won't grow fast enough."

B. "Please put it back on."

C. "It's grown back."

D. "You should become a hairstylist."

Questions 13 to 16 refer to the following conversation

Question 13. How often does the man usually talk to his great-grandmother?

A. Every Sunday
B. Every evening
C. Every week
D. Every month

Question 14. What did the man's great-grand-mother tell him on the phone this morning?

A. That a storm was coming
B. That she was eighty-five years old
C. That she was under a great deal of pressure
D. That she wanted to become a weather forecaster

Question 15. Where does the man's great-grand-mother say that she feels a storm coming?

A. In her head
B. In her ears
C. In her legs
D. In her bones

Question 16. What will the man probably do in the future?

A. Help his great-grandmother's predictions about the weather
B. Believe his great-grandmother's predictions about the weather
C. Watch the weather forecasts with his great-grandmother
D. Call his great-grandmother less often

Questions 17 to 20 refer to the following conversation

Question 17. What is the woman planning to do Saturday?

A. Eat in the cafeteria and study
B. Attend a football game alone
C. Go to a sporting event
D. See a play

Question 18. Why does the man want to go to the football game?

A. It's a very important game

B. It's close to the cafeteria

C. It's the final game of the season

D. It's better than the drama department's play

Question 19. What is at the same time as the music department's concert?

A. Dinner in the cafeteria

B. A study group meeting

C. A game

D. A play

Question 20. When does the man plan to study?

A. After dinner in the cafeteria

B. Maybe next weekend

C. Saturday night

D. Sunday afternoon

PART 3 – QUESTION 21 – 35

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Questions 21 to 25 refer to the following lecture

Question 21. Who is listening to this lecture?

A. Experienced teacher

B. Students of American history

C. Future teachers

D. School administrators

Question 22. The rules discussed in this lecture relate to what period of time?

A. Late in the 18th century
B. Late in the 20th century
C. Early in the 19th century
D. Early in the 20th century

Question 23. What kind of lifestyle was discussed in the lecture?

A. Extremely controlled
B. Quite adventurous
C. Very liberated
D. Rather varied

Question 24. What rules about clothing are discussed in the lecture?

A. The type of cloth
B. The color of the cloth
C. The length of the skirts
D. The type of material

Question 25. Where were the teachers from the era discussed in the lecture forbidden to go?

A. To schools
B. To stores
C. To friends' houses
D. To ice cream shops

Questions 26 to 30 refer to the following professor's talk

Question 26. How many kinds of tropism?

A. Two
B. Three
C. Four
D. Five

Question 27. Which of these plants is exhibiting phototropism?

A. The plant grows straight

B. The plant will have more developed roots

C. The plant will grow in the direction of water

D. The plant grows in the direction of sunlight

Question 28. Which of these root systems is exhibiting geotropism?

A. The root grows straight down

B. The root spreads to one side

C. The root grows according to the water source

D. The root grow in the direction of light

Question 29. Which statement is correct about hydrotropism?

A. The plant grows in the direction of light

B. The root spreads to one side

C. The plant is drawn toward water

D. The plant grows straight down

Question 30. What is the stimulus for hydrotropism?

A. Light

B. Land

C. Gravity

D. Water

Questions 31 to 35 refer to the following lecture

Question 31. What does the professor say about the arch?

A. It is over 600 inches high

B. It is made of stainless steel

C. Its legs alone do not support it

D. It has solid legs

Question 32. Where is the observatory of the arch located?

A. At the top

B. In the legs

C. Under the ground

D. In the museum

Question 33. Why is the arch named after jefferson?

A. He lived in St. Louis

B. He was responsible for building the arch

C. He was responsible for expanding the country

D. He traveled with Lewis and Clark

Question 34. What is the distance between St. Louis and the pacific northwest?

A. 1,000 miles

B. 2,000 miles

C. 4,000 miles

D. 8,000 miles

Question 35. Which the historical series of events do not appear in the lecture?

A. The arch was destroy

B. Thousands of settlers set out from St. Louis

C. Jefferson became president

D. Lewis and Clark set out to explore the west

READING

Time allotted: 60 minutes

Number of questions: 40

Directions: In this section of the test, you will read FOUR different passages, each followed by 10 questions about it. For questions 1-40, you have to choose the best answer A, B, C, or D, to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all the questions following a passage on the basis of what is stated or implied in that passage.

You have 60 minutes to answer all the questions, including the time to transfer your answers to the answer sheet.

PASSAGE 1 – QUESTION 1 – 10

In science, a theory is a reasonable explanation of observed events that are **related**. A theory often involves an imaginary model that helps scientists picture the way an observed event could be produced. A good example of **this** is found in the kinetic molecular theory, in which gases are pictured as being made up of many small particles that are in constant motion.

A useful theory, in addition to explaining past observation, helps to predict events that have not as yet been observed. After a theory has been publicized, scientists design experiments to test the theory. If observations confirm the scientists' predictions, the theory is **supported**. If observations do not confirm the predictions, the scientists must search further. There may be a

fault in the experiment, or the theory may have to be revised or rejected.

Science involves imagination and creative thinking as well as collecting information and performing experiments. Facts by themselves are not science. As the mathematician Jules Henri Poincare said: "Science is built with facts just as a house is built with bricks, but a collection of facts cannot be called science any more than a pile of bricks can be called a house."

Most scientists start an investigation by finding out what other scientists have learned about a particular problem. After known facts have been gathered, the scientist comes to the part of the investigation that requires considerable imagination. Possible solutions to the problem are formulated. These possible solutions are called hypotheses.

In a way, any hypothesis is **a leap into the unknown**. It extends the scientist's thinking beyond the known facts. The scientist plans experiments, performs calculations, and makes observations to test hypotheses. Without hypotheses, further investigation lacks purpose and direction. When hypotheses are confirmed, they are incorporated into theories.

Question 1. Which of the following is the main subject of the passage?

A. The importance of models in scientific theories

B. The place of theory and hypothesis in scientific investigation

C. The sorts of facts that scientists find most interesting

D. The ways that scientists perform different types of experiments

Question 2. The word "related" in line 2 is closest in meaning to

A. Connected

B. Described

C. Completed

D. Identified

Question 3. The word "this" in line 4 refers to

A. A good example

B. An imaginary model

C. The kinetic molecular theory

D. An observed event

Question 4. According to the second paragraph, a useful theory is one that helps scientists to

A. Find errors in past experiments

B. Make predictions

C. Observe events

D. Publicize new findings

Question 5. The word "supported" in line 11 is closest in meaning to

A. Finished

B. Adjusted

C. Investigated

D. Upheld

Question 6. Bricks are mentioned in lines 17 - 20 to indicate how

A. Mathematicians approach science

B. Building a house is like performing experiments

C. Science is more than a collection of facts

D. Scientific experiments have led to improved technology

Question 7. In the fourth paragraph, the author implies that imagination is most important to scientists when they

A. Evaluate previous work on a problem

B. Formulate possible solutions to a problem

C. Gather know facts

D. Close an investigation

Question 8. In line 27, the author refers to a hypothesis as "a leap into the unknown" in order to show that hypothesis.

A. Are sometimes ill-conceived
B. Can lead to dangerous results
C. Go beyond available facts
D. Require effort to formulate

Question 9. In the last paragraph, what does the author imply is a major function of hypotheses?

A. Sifting through known facts
B. Communicating a scientist's thoughts to others
C. Providing direction for scientific research
D. Linking together different theories

Question 10. Which of the following statements is supported by the passage?

A. Theories are simply imaginary models of past events.
B. It is better to revise a hypothesis than to reject it.
C. A scientist's most difficult task is testing hypotheses.
D. A good scientist needs to be creative.

PASSAGE 2 – QUESTION 11 – 20

By the mid-nineteenth century, the term "**icebox**" had entered the American language, but ice was still only beginning to affect the diet of ordinary citizens in the United States. The ice trade grew with the growth of cities. Ice was used in hotels, taverns, and hospitals, and by some **forward-looking** city dealers in fresh meat, fresh **fish**, and butter. After the Civil War (1861-1865), as ice was used to refrigerate freight cars, **it** also came into household use. Even before 1880, half the ice sold in New York, Philadelphia, and Baltimore, and one-third of that sold in Boston and Chicago, went to families for their own use. This had become possible because a new household convenience, the icebox, a precursor of the modern refrigerator, had been invented.

Making an efficient ice box was not as easy as we might now suppose. In the early nineteenth century, the knowledge of the physics of heat, which was essential to a science of refrigeration, was **rudimentary**. The commonsense notion that the best icebox was one that prevented the ice from melting was of course mistaken, for it was the melting of the ice that performed the cooling. Nevertheless, early efforts to economize ice included wrapping the ice in blankets, which kept the ice from doing its job. Not until near the end of the nineteenth century did inventors achieve the delicate balance of insulation and circulation needed for an efficient icebox.

But as early as 1803, an ingenious Maryland farmer, Thomas Moore, had been **on the right track**. He owned a farm about twenty miles outside the city of Washington, for which the village of Georgetown was the market center. When he used an icebox of his own design to transport his butter to market, he found that customers would pass up the rapidly melting stuff in the tubs of his competitors to pay a premium price for his butter, still fresh and hard in neat, one-pound bricks. One advantage of his icebox, Moore explained, was that farmers would no longer have to travel to market at night in order to keep their produce cool.

Question 11. What does the passage mainly discuss?

A. The influence of ice on the diet

B. The development of refrigeration

C. The transportation of goods to market

D. Sources of ice in the nineteenth century

Question 12. According to the passage, when did the word "icebox" become part of the language of the United States?

A. In 1803

B. Sometime before 1850

C. During the Civil War

D. Near the end of the nineteenth century

Question 13. The phrase "forward-looking" in line 5 is closest in meaning to

A. Progressive

B. Popular

C. Thrifty

D. Well-established

Question 14. The author mentions "fish" in line 6 because

A. Many fish dealers also sold ice

B. Fish was shipped in refrigerated freight cars

C. Fish dealers were among the early commercial users of ice

D. Fish was not part of the ordinary person's diet before the invention of the icebox

Question 15. The word "it" in line 7 refers to

A. Fresh meat

B. The Civil War

C. Ice

D. A refrigerator

Question 16. According to the passage, which of the following was an obstacle to the development of the icebox?

A. Competition among the owners of refrigerated freight cars

B. The lack of a network for the distribution of ice

C. The use of insufficient insulation

D. Inadequate understanding of physics

Question 17. The word "rudimentary" in line 16 is closest in meaning to

A. Growing

B. Undeveloped

C. Necessary

D. Uninteresting

Question 18. According to the information in the second paragraph, an ideal icebox would

A. Completely prevent ice from melting

B. Stop air from circulating

C. Allow ice to melt slowly

D. Use blankets to conserve ice

Question 19. The author describes Thomas Moore as having been "on the right track" (line 24) to indicate that

A. The road to the market passed close to Moore's farm

B. Moore was an honest merchant

C. Moore was a prosperous farmer

D. Moore's design was fairly successful

Question 20. According to the passage, Moore's icebox allowed him to

A. Charge more for his butter

B. Travel to market at night

C. Manufacture butter more quickly

D. Produce ice all year round

PASSAGE 3 – QUESTION 21 – 30

Aside from perpetuating itself, the **sole** purpose of the American Academy and Institute of Arts and Letters is to "foster, assist and sustain an interest" in literature, music, and art. This is doen by enthusiastically handing out money. Annual cash awards are given to deserving artists in various categories of creativity: architecture, musical composition, theater, novels, serious poetry, light verse, painting, sculpture. One award **subsidizes** a promising American writer's visit to Rome. There is even an award for a very good work of fiction that failed commercially - once won by the young John Updike for *the Poorhouse Fair* and, more recently, by Alice Walker for *In Love and Trouble.*

The awards and prizes total about $750,000 a year, but most of them range in size from $5,000 to $12,500, a welcome sum to many young practitioners whose work **may** not bring in that much

money in a year. One of the advantages of the awards is that many go to the struggling artists, rather than to those who are already successful. Members of the Academy and Institute are not eligible for any cash prizes. Another advantage is that, unlike the National Endowment for the Arts or similar institutions throughout the world, there is no government money involved.

Awards are made by committee. Each of the three departments — Literature (120 members), Art (83), Music (47) — has a committee dealing with its own field. Committee membership **rotates** every year, so that new voices and opinions are constantly heard. The most financially rewarding of all the Academy-Institute awards are the Mildred and Harold Strauss Livings. Harold Strauss, a devoted editor at Alfred A. Knopf, the New York publishing house, and Mildred Strauss, his wife, were wealthy and childless. They left the Academy-Institute a unique bequest: for five consecutive years, two distinguished (and financially needy) writers would receive enough money so **they** could devote themselves entirely to "prose literature" (no plays, no poetry, and no paying job that might distract). In 1983, the first Strauss Livings of $35,000 a year went to short-story writer Raymond Carver and novelist-essayist Cynthia Ozick. By 1988, the fund had grown enough so that two winners, novelists Diane Johnson and Robert Stone, each got $50,000 a year for five years.

Question 21. What does the passage mainly discuss?

A. Award-winning works of literature

B. An organization that supports the arts

C. The life of an artist

D. Individual patrons of the arts

Question 22. The word "sole" in line 1 is closest in meaning to

A. Only **B.** Honorable

C. Common **D.** Official

Question 23. The word "subsidizes" in line 7 is closest in meaning to

A. Assures **B.** Finances

C. Schedules **D.** Publishes

Question 24. Which of the following can be inferred about Alice Walker's book *In Love and Trouble* ?

A. It sold more copies than *The Poorhouse Fair.*

B. It described the author's visit to Rome.

C. It was a commercial success.

D. It was published after *The Poorhouse Fair.*

Question 25. Each year the awards and prizes offered by the Academy-Institute total approximately

A. $12,500 **B.** $35,000

C. $50,000 **D.** $750,000

Question 26. The word "may" in line 14 refers to

A. Practitioners **B.** Advantages

C. Awards **D.** Strugglers

Question 27. What is one of the advantages of the Academy-Institute awards mentioned in the passage?

A. They are subsidized by the government.

B. They are often given to unknown artists.

C. They are also given to Academy-Institute members.

D. They influence how the National Endowment for the Arts makes its award decisions.

Question 28. The word "rotates" in line 23 is closest in meaning to

A. Alternate **B.** Participates

C. Decides **D.** Meets

Question 29. The word "they" in line 31 refers to

A. Mildred and Harold Strauss

B. Years

C. Writers

D. Plays

Question 30. Where in the passage does the author cite the goal of the Academy-Institute?

A. Lines 1 - 4

B. Lines 15 - 17

C. Lines 31 - 32

D. Lines 33 - 34

PASSAGE 4 – QUESTION 31 – 40

Archaeological records — paintings, drawings, and carvings of humans engaged in activities involving the use of hands — indicate that humans have been predominantly right-handed for more than 5,000 years. In ancient Egyptian artwork, for example, the right-hand is depicted as the dominant one in about 90 percent of the examples. Fracture or wear patterns on tools also indicate that a majority of ancient people were right-handed.

Cro-Magnon cave paintings some 27,000 years old commonly show outlines of human hands made by placing one hand against the cave wall and applying paint with the **other**. Children today make similar outlines of their hands with crayons on paper. With few exceptions, left hands of Cro-Magnons are displayed on cave walls, indicating that the paintings were usually done by right-handers.

Anthropological evidence pushes the record of handedness in early human ancestors back to at least 1.4 million years ago. One important line of evidence comes from flaking patterns of stone

cores used in toolmaking: **implements** flaked with a clockwise motion (indicating a right-handed toolmaker) can be distinguished from those flaked with a counter-clockwise rotation (indicating a left-handed toolmaker).

Even scratches found on fossil human teeth offer **clues**. Ancient humans are thought to have cut meat into strips by holding it between their teeth and slicing it with stone knives, as do the present-day Inuit. Occasionally the knives slip and leave scratches on the users' teeth. Scratches made with a left-to-right stroke direction (by right-handers) are more common than scratches in the opposite direction (made by left-handers).

Still other evidence comes from cranial morphology: scientists think that physical differences between the right and left sides of the interior of the skull indicate subtle physical differences between the two sides of the brain. The variation between the **hemispheres** corresponds to which side of the body is used to perform specific activities. Such studies, as well as studies of tool use, indicate that right- or left-sided dominance is not exclusive to modern *Homo sapiens*. Populations of Neanderthals, such as *Homo erectus* and *Homo habilis*, seem to have been predominantly right-handed, as we are.

Question 31. What is the main idea of the passage?

A. Human ancestors became predominantly right-handed when they began to use tools.

B. It is difficult to interpret the significance of anthropological evidence concerning tool use.

C. Humans and their ancestors have been predominantly right-handed for over a million years.

D. Human ancestors were more skilled at using both hands than modern humans.

Question 32. The word "other" in line 10 refers to

A. outline **B.** hand

C. wall **D.** paint

Question 33. What does the author say about Cro-Magnon paintings of hands?

A. Some are not very old.

B. It is unusual to see such paintings.

C. Many were made by children.

D. The artists were mostly right-handed.

Question 34. The word "implements" in line 17 is closest in meaning to

A. Tools **B.** Designs

C. Examples **D.** Pieces

Question 35. The word "clues" in line 21 is closest in meaning to

A. Solutions **B.** Details

C. Damage **D.** Information

Question 36. The fact that the Inuit cut meat by holding it between their teeth is significant because

A. The relationship between handedness and scratches on fossil human teeth can be verified

B. It emphasizes the differences between contemporary humans and their ancestors

C. The scratch patterns produced by stone knives vary significantly from patterns produced by modern knives

D. It demonstrates that ancient humans were not skilled at using tools

Question 37. The word "hemispheres" in line 31 is closest in meaning to

A. Differences **B.** Sides

C. Activities **D.** Studies

Question 38. Which of the following conclusions is suggested by the evidence from cranial morphology (line 28)?

A. Differences in the hemispheres of the brain probably came about relatively recently.

B. There may be a link between handedness and differences in the brain's hemispheres.

C. Left-handedness was somewhat more common among Neanderthals.

D. Variation between the brain's hemispheres was not evident in the skulls of Homo erectus and Homo habilis.

Question 39. All of the following are mentioned as types of evidence concerning handedness EXCEPT

A. Ancient artwork

B. Asymmetrical skulls

C. Studies of tool use

D. Fossilized hand bones

Question 40. Why does the author mention Homo erectus and Habilis in line 35?

A. To contrast them with modern humans

B. To explain when human ancestors began to make tools

C. To show that early humans were also predominantly right-handed

D. To prove that the population of Neanderthals was very large

WRITING

Time allotted: 60 minutes

Number of tasks: 2

Task 1

You should spend about 20 minutes on this task.

You received an email from your friend, Jim. He asked you for some information about the English speaking course this summer. Read part of her email below.

I am planning to take a English speaking course. I know that you also took this course last year. I would be very glad if you could provide me with some information about the course. Please give me some reviews about this course.

You should write at least 120 words. You do not need to include your name or address.

Task 2

You should spend about 40 minutes on this task.
Write about following topic:
Nowadays online shopping has become more popular than in store shopping. Is it a positive or a negative development? Give your reasons and examples.
Write an essay to an educated reader to discuss the effect of online shopping. Include reasons and any relevant examples to support your answer.
You should write at least 250 words.

SPEAKING

Time allotted: 12 minutes

Number of parts: 3

PART 1 Social Interaction (3')

Let's talk about your hometown.

- When is the best time to come to your hometown? Why?
- What do you like best about your hometown?
- Do you think your hometown is the best place to grow up? Why/ Why not?

Let's talk about your best friend.

- What does your best friend look like?
- How did you meet your best friend?
- In your opinion, what is the best quality of a good friend?

PART 2 Solution Discussion (4')

Situation: Your friend invites you to visit her new apartment. There are three gifts: bonsai pot, picture and statue decor. Which gift do you think is the best option?

PART 3 Topic Development (5')

Topic: Working in a group benefits students a lot at school.

- What are some qualities of a good leader?
- What are some qualities of a good team?
- Should students get some non-academic training at school?
- Give some examples.

Test 3

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

PART 1 - QUESTION 1 - 8

Track 13

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *The new addition to the Henning IT Library is going to officially open next at 9 a.m. or Monday morning. This much anticipated section of the library has been touted by the press and business community in that it will provide much needed information to IT firms, investors and government officials.*

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. To announce the move of the library

B. To collect donations to buy new books

C. To introduce a new section of the library

D. To notify people of the new hours of the library

The correct answer is **C. To introduce a new section of the library**. Now, let's begin with the first question.

Question 1. What is being advertised?

A. Touring exhibit

B. Computer exhibit.

C. Concert

D. Dance performance

Question 2. What time does the gift shop close?

A. 8:00 p.m.

B. 9:00 p.m.

C. 9:30 p.m.

D. 10:30 p.m

Question 3. What's the instructor's main topic?

A. Safety rules

B. River conditions

C. Swimming technique

D. Canoeing terminology

Question 4. How long will the offer last?

A. February 1st

B. March 1st

C. April 1st

D. May 1st

Question 5. What do listeners like to hear after the commercial?

A. Advertisement

B. New invented drug
C. Good balanced diet tips
D. Workout tips

Question 6. How much would the least expensive ticket to the Russian Ballet cost?

A. $37.50
B. $50
C. $100
D. $150

Question 7. Who is the woman?

A. A store manager
B. A customer
C. A factory worker
D. A hat designer

Question 8. Where was this announcement made?

A. Los Angeles
B. Inside an airplane
C. Philadelphia
D. At an airport

PART 2 – QUESTION 1 – 8

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Question 9. When did the hunting season take place?

A. In spring and summer
B. In summer and early fall
C. From fall until midwinter
D. From midwinter until spring

Question 10. What animals did the northwoods tribes hunt?

A. Lion
B. Deer
C. Eagle
D. Tiger

Question 11. According to the man, how did women participate in hunting?

A. Managing the camps
B. Snaring small animals
C. Searching for game
D. Making the bows and arrows

Question 12. Which activities did women control?

A. Fishing
B. Clan leadership
C. Education
D. Technology

Questions 13 to 16 refer to the following conversation

Question 13. What are the man and the woman discussing?

A. Trash orbiting Earth
B. Becoming space scientists
C. A trip an astronaut to the Moon
D. The overabundance of garbage on Earth

Question 14. Where did the woman learn about this problem?

A. In a magazine article
B. On a television program

C. From a lecture

D. In a book

Question 15. Approximately how much metal is in orbit in space?

A. 300 tons

B. 3,000 tons

C. 3,000 pounds

D. 17,000 pounds

Question 16. What does the woman hope will happen?

A. The junk will fall to Earth

B. She will be able to travel in space

C. The problem will take care of itself

D. Scientists will find solutions to the problem

Questions 17 to 20 refer to the following conversation

Question 17. What are the students discussing?

A. Their vacation in the mountains

B. Topics to review for an upcoming test

C. A report that they are working on

D. A lecture that they will attend next week

Question 18. What types of data will the students use in their presentation?

A. The history of eruptions in the area

B. Photographs that the man took

C. A series of pictures of the forest

D. A videotaped interview with geologist

Question 19. What is the man's opinion of the photographs?

A. They are the best photographs he has ever taken

B. They are nice, but they do not support their topic

C. They show the mountain's changes very well

D. They would be better if they were in color

Question 20. According to the man, why is a bulge forming on the mountain?

A. Geologists disagree over the cause of the bulge

B. Wind and water are wearing away the mountain's face

C. There has been a rapid increase in the mount of snowfall

D. Magma is pushing upward from below the earth's surface

PART 3 – QUESTION 21 – 35

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Questions 21 to 25 refer to the following lecture

Question 21. How thick is the crust?

A. It is 4 inches thick under the oceans

B. It is 4 miles thick under the land masses

C. It is 20 miles thick under the oceans

D. It is 20 miles thick under the land masses

Question 22. What is the inner core of the layer composed of?

A. Land

B. Compressed minerals

C. Stony slicates

D. Liquid minerals

Question 23. Which layer is 1,800 miles wide?

A. The crust

B. The outer core

C. The mantle

D. The inner core

Question 24. What minerals are in the core?

A. Nickel
B. Quartz
C. Silicates
D. Land

Question 25. Approximately how far is it from the surface of the earth to its center?

A. 1,800 miles
B. 4,000 miles
C. 10,000 miles
D. 20, 000 miles

Question 26 to 30 refer to the following lecture

Question 26. What is the lecture mainly about?

A. The film techniques of D.W. Griffith
B. How film criticism influenced art
C. The development of film style
D. Media of the twentieth century

Question 27. Which of the following contribute to the style of a film?

A. Theater design
B. Acting awards
C. Camera
D. Film cutting

Question 28. Why did early film critics dislike films that resembled theater?

A. They thought that film was a distinct art form
B. They disagreed with the politics of theater
C. They felt that films should not be shown in theaters
D. They did not understand the traditions of theater

Question 29. What does the professor discuss cross-cutting?

A. To explain why film critics disliked certain types of films
B. To give an example of an early advancement in film style
C. To describe a technique that confused early film audiences
D. To convince students that film should be regarded as high art

Question 30. Which camera shot would probably best show that a character is frightened?

A. Cross-cutting
B. Alternate scene
C. The close-up
D. Aerial shot

Questions 31 to 35 refer to the following professor's talk

Question 31. What topics does the speaker discuss?

A. Causes and effects of the agricultural
B. A change in the design of government
C. The significance of trees in urban spaces
D. Why people prefer living in romantic villages

Question 32. How did early rural villages differ from the cities of today?

A. Villages provided better economic opportunities
B. Villages were designed as perfect rectangular grids
C. Villages were more likely to inspire landscape painters
D. Villages grew organically around features of the land

Question 33. What is the "urban forest"?

A. All of the trees in an urban area
B. The trees cultivated on farms
C. A park designed by an architect
D. The forest surrounding a city

Question 34. Why does the speaker talk about New York City?

A. To describe urban architecture and culture

B. To compare New York to other large cities

C. To give an example of an urban park project

D. To recommend places to visit in New York

Question 35. What is the speaker's opinion of the city?

A. The city is a like an organic machine

B. The city is better than a traditional village

C. The city too hard, straight, and unnatural

D. The city is a symbol of human achievement

READING

Directions: In this section of the test, you will read FOUR different passages, each followed by 10 questions about it. For questions 1-40, you have to choose the best answer A, B, C, or D, to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all the questions following a passage on the basis of what is stated or implied in that passage.

You have 60 minutes to answer all the questions, including the time to transfer your answers to the answer sheet.

PASSAGE 1 – QUESTION 1 – 10

Accustomed though we are to speaking of the films made before 1927 as "silent," the film has never been, in the full sense of the word, silent. From the very beginning, music was regarded as an indispensable accompaniment; when the Lumiere films were *Line* shown at the first public film exhibition in the United States in February 1896, they were accompanied by piano improvisations on popular tunes. At first, the music played bore no special relationship to the films; an accompaniment of any kind was sufficient. Within a very short time, however, the incongruity of playing lively music to a **solemn** film became apparent, and film pianists began to take some care in matching their pieces to the mood of the film.

As movie theaters grew in number and importance, a violinist, and perhaps a cellist, would be added to the pianist in certain cases,

and in the larger movie theaters small orchestras were formed. For a number of years the selection of music for each film program rested entirely in the hands of the conductor or leader of the orchestra, and very often the principal qualification for holding such a position was not skill or taste so much as the ownership of a large personal library of musical pieces. Since the conductor seldom saw the films until the night before they were to be shown (if, indeed, the conductor was lucky enough to see **them** then), the musical arrangement was normally improvised in the greatest hurry.

To help meet this difficulty, film distributing companies started the practice of publishing suggestions for musical accompaniments. In 1909, for example, the Edison Company began issuing with their films such indications of mood as "pleasant," "sad," "lively." The suggestions became more explicit, and so emerged the musical cue sheet containing indications of mood, the titles of suitable pieces of music, and precise directions to show where one piece led into the next. Certain films had music especially composed for them. The most famous of these early special scores was that **composed** and arranged for D.W. Griffith's film *Birth of a Nation*, which was released in 1915.

Question 1. The passage mainly discusses music that was

A. Performed before the showing of a film
B. Played during silent films
C. Specifically composed for certain movie theaters
D. Recorded during film exhibitions

Question 2. What can be inferred from the passage about the majority of films made after 1927?

A. They were truly "silent."
B. They were accompanied by symphonic orchestras.

C. They incorporated the sound of the actors' voices.

D. They corresponded to specific musical compositions.

Question 3. The word "solemn" in line 10 is closest in meaning to

A. Simple
B. Serious
C. Short
D. Silent

Question 4. It can be inferred that orchestra conductors who worked in movie theaters needed to

A. Be able to play many instruments
B. Have pleasant voices
C. Be familiar with a wide variety of music
D. Be able to compose original music

Question 5. The word "them" in line 21 refers to

A. Years
B. Hands
C. Pieces
D. Films

Question 6. According to the passage, what kind of business was the Edison Company?

A. It produced electricity.
B. It distributed films.
C. It published musical arrangements.
D. It made musical instruments.

Question 7. It may be inferred from the passage that the first musical cue sheets appeared around

A. 1896
B. 1909
C. 1915
D. 1927

Question 8: Which of the following notations is most likely to have been included on a musical cue sheet of the early 1900's?

A. "Calm, peaceful"
B. "Piano, violin"
C. "Key of C major"
D. "Directed by D.W. Griffith"

Question 9: The word "composed" in line 32 is closest in meaning to

A. Selected
B. Combined
C. Played
D. Created

Question 10. The passage probably continues with a discussion of

A. Famous composers of the early twentieth century
B. Other films directed by D.W. Griffith
C. Silent films by other directors
D. The music in *Birth of a Nation*

PASSAGE 2 - QUESTION 11 - 20

What geologists call the Basin and Range Province in the United States roughly coincides in its northern portions with the geographic province known as the Great Basin. The Great Basin is hemmed in on the west by the Sierra Nevada and on the east by the Rocky Mountains; it has no outlet to the sea. The **prevailing** winds in the Great Basin are from the west. Warm, moist air from the Pacific Ocean is forced upward as **it** crosses the Sierra Nevada. At the higher altitudes it cools and the moisture it carries is precipitated as rain or snow on the western slopes of the mountains. That which reaches the Basin is air wrung dry of moisture. What little waterfalls there as rain or snow, mostly in the winter months, evaporateson the broad, flat desert floors. It is, therefore, an environment in which organisms battle for survival. Along the rare watercourses, cottonwoods and willows eke out a sparse existence. In the upland ranges, piñon pines and junipers struggle to hold their own.

But the Great Basin has not always been so arid. Many of its dry, closed depressions were once filled with water. Owens Valley, Panamint Valley, and Death Valley were once a string of interconnected lakes. The two largest of the ancient lakes of the

Great Basin were Lake Lahontan and Lake Bonneville. The Great Salt Lake is all that remains of the latter, and Pyramid Lake is one of the last briny remnants of **the former**.

There seem to have been several periods within the last tens of thousands of years when water **accumulated** in these basins. The rise and fall of the lakes were undoubtedly linked to the advances and retreats of the great ice sheets that covered much of the northern part of the North American continent during those times. Climatic changes during the Ice Ages sometimes brought cooler, wetter weather to midlatitude deserts worldwide, including those of the Great Basin. The broken valleys of the Great Basin provided ready receptacles for this moisture.

Question 11. What is the geographical relationship between the Basin and Range Province and the Great Basin?

A. The Great Basin is west of the Basin and Range Province.
B. The Great Basin is larger than the Basin and Range Province.
C. The Great Basin is in the northern part of the Basin and Range Province.
D. The Great Basin is mountainous; the Basin and Range Province is flat desert.

Question 12. According to the passage, what does the Great Basin lack?

A. Snow
B. Dry air
C. Winds from the west
D. Access to the ocean

Question 13. The word "prevailing" in line 5 is closest in meaning to

A. Most Frequent
B. Occasional
C. Gentle
D. Most Dangerous

Question14. It can be inferred that the climate in the Great Basin is dry because

- **A.** The weather patterns are so turbulent
- **B.** The altitude prevents precipitation
- **C.** The winds are not strong enough to carry moisture
- **D.** Precipitation falls in the nearby mountains

Question 15. The word "it" in line 7 refers to

- **A.** Pacific Ocean
- **B.** Air
- **C.** West
- **D.** The Great Basin

Question 16. Why does the author mention cottonwoods and willows in line 13 -14?

- **A.** To demonstrate that certain trees require a lot of water
- **B.** To give examples of trees that are able to survive in a difficult environment
- **C.** To show the beauty of the landscape of the Great Basin
- **D.** To assert that there are more living organisms in the Great Basin than there used to be

Question 17. Why does the author mention Owens Valley, Panamint Valley, and Death Valley in the second paragraph?

- **A.** To explain their geographical formation
- **B.** To give examples of depressions that once contained water
- **C.** To compare the characteristics of the valleys with the characteristics of the lakes
- **D.** To explain what the Great Basin is like today

Question 18. The words "the former" in line 22 refer to

- **A.** Lake Bonneville
- **B.** Lake Lahontan
- **C.** The Great Salt Lake
- **D.** Pyramid Lake

Question 19. The word "accumulated" in line 24 is closest in meaning to

A. Dried
B. Flooded
C. Collected
D. Evaporated

Question 20. According to the passage, the Ice Ages often brought about

A. Desert formation
B. Warmer climates
C. Broken valleys
D. Wetter weather

PASSAGE 3 – QUESTION 21 – 30

Before the 1500's, the western plains of North America were dominated by farmers. One group, the Mandans, lived in the upper Missouri River country, primarily in present-day North Dakota. They had large villages of houses built close together. The tight arrangement **enabled** the Mandans to protect themselves more easily from the attacks of others who might seek to obtain some of the food these highly capable farmers stored from one year to the next.

The women had primary responsibility for the fields. They had to exercise **considerable** skill to produce the desired results, for their northern location meant fleeting growing seasons. Winter often lingered; autumn could be ushered in by severe frost. For good measure, during the spring and summer, drought, heat, hail, grasshoppers, and other frustrations might await the wary grower.

Under such conditions, Mandan women had to grow maize capable of weathering adversity. They began as early as it appeared feasible to do so in the spring, clearing the land, using fire to clear stubble from the fields and then planting. From this point until

the first green corn could be harvested, the crop required labor and vigilance.

Harvesting proceeded in two stages, in August the Mandans picked a smaller amount of the crop before it had matured fully. This green corn was boiled, dried, and shelled, with some of the maize slated for immediate **consumption** and the rest stored in animal-skin bags. Later in the fall, the people picked the rest of the corn. They saved the best of the harvest for seeds or for trade, with the remainder eaten right away or stored for later use in underground reserves. With appropriate banking of the extra food, the Mandans protected themselves against the **disaster** of crop failure and accompanying hunger.

The women planted another staple, squash, about the first of June, and harvested it near the time of the green corn harvest. After they picked it, they sliced it, dried it, and strung the slices before they stored them. Once again, they saved the seed from the best of the year's crop. The Mandans also grew sunflowers and tobacco; the latter was the particular task of the older men.

Question 21. What is the main topic of the passage?

A. The agricultural activities of a North American Society
B. Various ways corn can be used
C. The problems encountered by farmers who specialize in growing one crop
D. Weather conditions on the western plains

Question 22. The Mandans built their houses close together in order to

A. Guard their supplies of food
B. Protect themselves against the weather
C. Allow more room for growing corn
D. Share farming implements

Question 23. The word "enabled" in line 5 is closest in meaning to

A. Covered **B.** Reminded

C. Helped **D.** Isolated

Question 24. The word "considerable" in line 10 is closest in meaning to

A. Planning **B.** Much

C. Physical **D.** New

Question 25. Why does the author believe that the Mandans were skilled farmers?

A. They developed effective fertilizers.

B. They developed new varieties of corn.

C. They could grow crops in most types of soil.

D. They could grow crops despite adverse weather.

Question 26. The word "consumption" in line 24 is closest in meaning to

A. Decay **B.** Planting

C. Eating **D.** Conversion

Question 27. Which of the following processes does the author imply was done by both men and women?

A. Clearing fields

B. Planting corn

C. Harvesting corn

D. Harvesting squash

Question 28. The word "disaster" in line 29 is closest in meaning to

A. Control **B.** Catastrophe

C. Avoidance **D.** History

Question 29. According to the passage, the Mandans preserved their food by

A. Smoking **B.** Drying

C. Freezing **D.** Salting

Question 30. Which of the following crops was cultivated primarily by men?

A. Corn
B. Squash
C. Sunflower
D. Tobacco

PASSAGE 4 – QUESTION 31 – 40

Growing tightly packed together and collectively weaving a **dense** canopy of branches, a stand of red alder trees can totally dominate a site to the exclusion of almost everything else. Certain species such as salmonberry and sword ferns have adapted to the limited sunlight dappling through the canopy, but few evergreen trees will survive there; still fewer can compete with the early prodigious growth of alders.

A Douglas fir tree reaches its maximum rate of growth ten years later than an alder, and if two of them begin life at the same time, the alder quickly outgrows and dominates the Douglas fir. After an alder canopy has closed, the Douglas fir suffers a marked decrease in growth, often dying within several years. Even more shade-tolerant species of trees such as hemlock may remain badly suppressed beneath aggressive young alders.

Companies engaged in intensive timber cropping naturally take a dim view of alders suppressing more valuable evergreen trees. But times are changing; a new generation of foresters seems better prepared to include in their management plans consideration of the vital ecological role alders play.

Among the alder's valuable ecological contributions is its capacity to fix nitrogen in nitrogen-deficient soils. Alder roots contain clusters of nitrogen-fixing nodules like those found

on legumes such as beans. In addition, newly developing soils exposed by recent glacier retreat and planted with alders show that these trees are applying the equivalent of ten bags of high-nitrogen fertilizer to each hectare per year. Other chemical changes to soil in which **they** are growing include a lowering of the base content and rise in soil acidity, as well as a substantial addition of carbon and calcium to the soil.

Another important role many alders play in the wild, particularly in mountainous areas, is to check the rush of water during spring melt. In Japan and elsewhere, the trees are planted to stabilize soil on steep mountain slopes. Similarly, alders have been planted to stabilize and rehabilitate waste material left over from old mines, flood deposits, and landslide areas in both Europe and Asia.

Question 31. What does this passage mainly discuss?

A. Differences between alder trees and Douglas fir trees
B. Alder trees as a source of timber
C. Management plans for using alder trees to improve soil
D. The relation of alder trees to their forest environments

Question 32. The word "dense" in line 1 is closest in meaning to

A. Dark **B.** Tall
C. Thick **D.** Broad

Question 33. Alder trees can suppress the growth of nearby trees by depriving them of

A. Nitrogen **B.** Sunlight
C. Soil nutrients **D.** Water

Question 34. The passage suggests that Douglas fir trees are

A. A type of alder
B. A type of evergreen

C. Similar to sword fern

D. Fast-growing trees

Question 35. It can be inferred from paragraph 1 that hemlock trees

A. Are similar in size to alder trees

B. Interfere with the growth of Douglas fir trees

C. Reduce the number of alder trees in the forest

D. Need less sunlight than do Douglas fir trees

Question 36. It can be inferred from paragraph 2 that previous generations of foresters

A. Did not study the effects of alders on forests

B. Did not want alders in forests

C. Harvested alders for lumber

D. Used alders to control the growth of evergreens

Question 37. The word "they" in line 27 refers to

A. Newly developing soils

B. Alders

C. Bags

D. Chemical changes

Question 38. According to the passage, alders added all of the following to soil EXCEPT

A. Nitrogen

B. Calcium

C. Carbon

D. Oxygen

Question 39. It can be inferred from the passage that alders are used in mountainous areas to

A. Prevent water from carrying away soil

B. Hold the snow

C. Protect mines

D. Provide material for housing

Question 40. What is the author's main purpose in the passage?

A. To argue that alder trees are useful in forest management

B. To explain the life cycle of alder trees

C. To criticize the way alders take over and eliminate forests

D. To illustrate how alder trees control soil erosion

WRITING

Time allotted: 60 minutes

Number of tasks: 2

Task 1

You should spend about 20 minutes on this task.

You received an email from your friend, Peter. He wants to know about your plans for the weekend. Read part of his email below.

I plan to go to the bookstore this weekend. And you? What's your favourite day of the week? I'd love to hear all about it.

You should write at least 120 words. You do not need to include your name or address.

Task 2

You should spend about 40 minutes on this task.

Write about following topic:

Smoking not only harms the smoker, but also those who are nearby. Therefore, smoking should be banned in public places. To what extent, do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own experience or knowledge. You should write at least 250 words.

SPEAKING

Time allotted: 12 minutes

Number of parts: 3

PART 1 Social Interaction (3')

Let's talk about your holiday

- What did you do on your last holiday?
- Who do you prefer spending your holiday with? Relatives or friends?
- Do you prefer going on holiday abroad?

Let's talk about public transportation

- What is the best way to travel in your city?
- What is your favourite means of transportation?
- Do you think people should use public transportation more? Why/ Why not?

PART 2 Solution Discussion (4')

Situation: You have just received a sum of money from your father as a birthday present. How would you use the money?

There are THREE options for you to choose:

- To buy a laptop for your study
- To buy a fashionable smart phone
- To save up for future

Explain the option you have chosen.

PART 3 Topic Development (5')

Topic: Fast food is becoming more and more popular in the world.

- Do you think children should be taught about healthy diets and cooking at school? Why/ why not ?
- Do you think people eat healthier food nowadays compared with people in the past?
- How do you think the way we eat will change in the future?

ANSWER KEY

LISTENING - READING

LISTENING

TEST 1

1.B	2.C	3.D	4.B	5.A	6.D	7.D
8.A	9.D	10.D	11.B	12.B	13.B	14.D
15.C	16.C	17.A	18.B	19.B	20.D	21.C
22.B	23.A	24.D	25.A	26.C	27.B	28.C
29.D	30.A	31.D	32.A	33.B	34.C	35.C

TEST 2

1.B	2.C	3.A	4.B	5.A	6.A	7.D
8.B	9.A	10.D	11.C	12.B	13.D	14.A
15.D	16.C	17.B	18.C	19.A	20.D	21.B
22.C	23.B	24.A	25.C	26.C	27.B	28.D
29.A	30.B	31.A	32.A	33.D	34.D	35.A

READING

TEST 1

1.D	2.C	3.B	4.B	5.B	6.A	7.C
8.D	9.B	10.D	11.D	12.A	13.D	14.C
15.C	16.C	17.B	18.B	19.D	20.B	21.C
22.B	23.B	24.C	25.B	26.B	27.C	28.A
29.D	30.D	31.C	32.A	33.A	34.B	35.A
36.B	37.D	38.B	39.D	40.D		

TEST 2

1.B	2.C	3.C	4.C	5.D	6.B	7.A
8.D	9.A	10.D	11.C	12.A	13.D	14.C
15.C	16.B	17.D	18.B	19.D	20.A	21.B
22.B	23.B	24.C	25.C	26.A	27.D	28.D
29.A	30.D	31.D	32.D	33.A	34.A	35.A
36.C	37.C	38.D	39.A	40.B		

BÀI THI MẪU

TEST 1

LISTENING

1.B	2.C	3.A	4.B	5.C	6.C	7.B
8.C	9.C	10.B	11.A	12.D	13.C	14.B
15.A	16.D	17.D	18.A	19.B	20.C	21.C
22.A	23.D	24.C	25.A	26.D	27.C	28.A
29.C	30.D	31.B	32.A	33.D	34.C	35.B

READING

1.B	2.A	3.C	4.D	5.C	6.A	7.D
8.C	9.D	10.B	11.B	12.B	13.B	14.B
15.A	16.B	17.C	18.A	19.A	20.C	21.C
22.D	23.B	24.B	25.D	26.C	27.B	28.A
29.C	30.D	31.C	32.B	33.A	34.C	35.D
36.A	37.D	38.A	39.B	40.A		

TEST 2

LISTENING

1.B	2.A	3.A	4.B	5.C	6.D	7.C
8.D	9.B	10.B	11.A	12.C	13.C	14.A
15.D	16.B	17.C	18.A	19.D	20.B	21.C
22.D	23.A	24.B	25.D	26.B	27.D	28.A
29.C	30.D	31.B	32.A	33.C	34.B	35.A

READING

1.B	2.A	3.B	4.B	5.D	6.C	7.B
8.C	9.C	10.D	11.B	12.B	13.A	14.C
15.C	16.D	17.B	18.C	19.D	20.A	21.B
22.A	23.B	24.D	25.D	26.C	27.B	28.A
29.C	30.A	31.C	32.B	33.D	34.A	35.D
36.A	37.B	38.B	39.D	40.C		

TEST 3

LISTENING

1.A	2.C	3.A	4.D	5.D	6.B	7.A
8.D	9.C	10.B	11.A	12.B	13.A	14.B
15.B	16.D	17.C	18.A	19.C	20.D	21.D
22.B	23.C	24.A	25.B	26.C	27.D	28.A
29.B	30.C	31.C	32.D	33.A	34.C	35.D

READING

1.B	2.D	3.B	4.C	5.D	6.B	7.B
8.A	9.D	10.D	11.C	12.D	13.A	14.D
15.B	16.B	17.B	18.B	19.C	20.D	21.A
22.A	23.C	24.B	25.A	26.C	27.C	28.B
29.B	30.A	31.D	32.C	33.B	34.B	35.D
36.B	37.B	38.D	39.A	40.A		

TAPESCRIPTS

LISTENING

TEST 1

Part 1 (Track 1)

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

Part1:

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *Today, I'm going to give you some advice about record-keeping. Keeping accurate records is very important, because if a patient is unhappy about his treatment, he may want to make a complaint to the surgeon. These records will help us to make a case. Always write your name, the date and the time on all the records. Don't use pencil, or coloured pens. Use black ink. If you make a mistake, just cross it out with a single line. Don't use correction fluid. Don't try to file the records away yourself, or they may get lost. Put them in this box here. The administration manager will make sure they are filed away correctly.*

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. File them away

B. Give them to the administration manager

C. Put them in a box

D. Give them to the patient

The correct answer is **C. Put them in a box.** Now, let's begin with the first question.

❶ Before we enter the paint production area, let me tell you some of the safety precautions and procedures. For your own safety, smoking is not allowed. Furthermore, you are required to wear safety goggles at all times. While it's highly unlikely that your hair or clothing will come in contact with our chemicals and paints, smocks and head coverings are also available for all of you. We'll go through these entrances and into the facility as a group. I'll give you some information at the workstations we visit because it is so loud in there, I'd prefer you keep your questions until after we are through the area.

❷ Good afternoon and welcome to the 6.54 service to London, calling at Nottingham, Leicester, Bedford and Luton. I'd like to apologize for our late running, which is currently 18 – one eight – minutes behind schedule. This was due to a signal failure. However, we are confident that we will be able to make up for this lost time and arrive in London on schedule. There is a buffet service towards the rear of the train in coach C, serving hot and cold drinks and snacks. Coach D is a quiet zone, so please keep conversation levels down and make sure any music that you are listening to on headphones is turned down.

❸ Good morning. Welcome to Fado Historic Farm. My name is Anna and I'll be leading the tour today. The magnificent form you're about to see was founded in 1852 by Mr. Pete Grundy who was a vegetable farmer. Later, his family sold the form to the Fado Produce Company, which went out of business in 1960. The farm was turned into this living history museum. In a moment we'll be leaving the garden and start heading into the farmhouse.

❹ Are you taking advantage of the different money saving benefits available for small – business owners? If not, you could be wasting thousands of dollars that could be going into your savings account. Whether you are a one person operation, corporation, or a partnership; you'll find the tax tips for small – business owners workshops of great value. Registration for this course is on Friday morning. Hurry, seats are limited. Don't forget, you can save a lot of money.

❺ Attention passengers for Flight 1170 to Incheon, Korea. The Plane has arrived, but we are currently expecting a departure delay of an hour and

30 minutes due to the heavy rain here in Seattle. We'll notify you of any further changes in the departure time, but right now, we plan to start boarding passengers in about 45 minutes. Please come to the ticket counter if you are catching a connecting flight. We apologize for any inconvenience this delay may cause, and we truly appreciate your patience. Thank you.

❻ Good morning ladies and gentlemen. I'd like to welcome you all to our 15th annual conference of traffic signs and signals. It's nice to see so many people here. Let me give you the agenda for the day. For the first hour we will hear from our managing director, finance manager and our C.E.O. Then we'll break for half an hour at eleven o'clock for tea and coffee. Then we'll meet again for a fascinating lecture about the future of road travel. Lunch will be served at 12.30 in the Angel Room. Go out of the hall, turn right, go down two levels and the Angel Room is on your right.

❼ First I'd like to tell you briefly about the library. The ground floor is a social area where you can meet for discussions, and there are plenty of computers to use. The information desk is over there, near the stairs. The photocopiers are at the rear. The books are on the two upper floors. Arts subjects are on the first floor and science subjects are on the second. Journals and periodicals are kept in the basement. There are also three small meeting rooms downstairs. You can book these out for no charge. You just need to sign up on the timetable on the door. They aren't locked; you can go straight in.

❽ Well, it's great to see you, George. I hope you enjoy working for us here. Now, let me brief you on what we have to do this morning. First, your hours. You will do an eight hour day, but you can start any time between seven and half past nine, so you can organise your own hours and leave early if you want. This morning, I'd like you to read some health and safety information on the computer. You'll need to complete a quiz on the computer after you've read it. Later on, I'll give you a tour of the building.

Part 2 (Track 2)

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Listen to a conversation between a professor and a student.

Man: Hello, Professor Denton. Are you free for a moment? Could I have a word with you?

Woman: Come in, Michael. Of course I have some time. These are my office hours, and this is the right time for you to come and ask questions. Now, how can I help you?

Man: Well, I have a quick question for you about the homework assignment for tomorrow. I thought the assignment was to answer the first three questions at the top of page 67 in the text, but when I looked, there weren't any questions there. I'm confused.

Woman: The assignment was to answer the first three questions at the top of page 76, not 67.

Man: Oh, now I understand. I'm glad I came in to check. Thanks for your help

Woman: No problem. See you tomorrow.

Question 13 to 16 refer to the following conversation

Listen to a conversation on a university campus.

Man: You seem to know the way around campus. Have you been here long?

Woman: I'm a senior literature major. I'll be graduating next June.

Man: Your major is literature? Mine is, too. But I'm just beginning my work as my major. I just transferred to this university from a junior college. Perhaps you could tell me about the courses you've got to take for a literature major.

Woman: Well, for a literature major you need to take eight courses, three required courses and five electives. First, you have to take "Survey of World Literature, Parts One and Two." This is really two courses, and it'll take two semesters, and it's required for all literature majors. The other course required for all literature majors is "Introduction to Literary Analysis."

Man: You mean, If I want to specialize in American literature, I still must take two semesters of World literature?

Woman: Yes, because the two semesters are required for all literature majors

Man: But I only want to study American literature!

Woman: At least you can take all of your five elective courses in the area that you want.

Man: That's what I'll do, then

Questions 17 to 20 refer to the following conversation

Listen to a conversation between two friends.

Woman: Wasn't that a fascinating lecture on dolphins? I didn't know that dolphins traveled in such large groups, or were able to communicate with other members of their group with those whistle like sounds.

Man: And they also use clicks as a sort of sonar.

Woman: I really couldn't understand that part of the lecture. You could?

Man: Yes, the dolphins use clicks to identify objects in the water; they can even identify tiny objects more than 100 meters away using these clicks. Scientists believe that a dolphin may even have a sonar-like image in its brain of a distant object so that it can identify the object long before the dolphin can actually see the object.

Woman: So the dolphins use these clicks mostly to identify objects in the water?

Man: I think so, and they have considerably more ability to do this than humans do.

Woman: It is hard to believe that, in addition to these sonar clicks, dolphins are actually learning some human language.

Man: Yes, I believe that the lecturer said that some dolphins had already learned around fifty human commands, and that those dolphins were able to understand not only individual words but words clustered together in sentences!

Woman: Dolphins must certainly be amazing animals to do all of that.

Man: I'm sure they are, and we're only just beginning to find out how intelligent they are.

Part 3 (Track 3)

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Questions 21 to 25 refer to the following lecture

Listen to a talk in an art class. The instructor is talking about pigments.

Instructor: Whether you're working with oil, tempera, or watercolor, it's the pigment that gives the paint its color. A pigment can either be mixed with another material or applied over its surface in a thin layer. When a pigment is mixed or ground in a liquid vehicle to form paint, it does not dissolve but remains suspended in the liquid.

A paint pigment should be a smooth, finely divided powder. It should withstand the action of sunlight without changing color. A pigment should not exert a harmful chemical reaction upon the medium, or upon other color pigments it is mixed with.

Generally, pigments are classified according to their origin, either natural or synthetic. Natural inorganic pigments, also known as mineral pigments, include the native "earths" such as ochre – yellow iron oxide – and raw umber – brown iron oxide. Natural organic pigments come from vegetable and animal sources. Some examples are indigo, from the indigo plant, and tyrian purple, the imperial purple the Romans prepared from a shellfish native to the Mediterranean.

Today, many pigments are synthetic varieties of traditional inorganic and organic pigments. Synthetic organic pigments provide colors of unmatched intensity and tinting strength. The synthetic counterparts of the yellow and red earths are more brilliant and, if well prepared, are superior in all other respects to the native products. Inorganic synthetic colors made with the aid of strong heat are generally the most permanent for all used. In contrast, pigments from natural sources are less permanent than the average synthetic color.

Questions 26 to 30 refer to the following professor's talk

Listen to a talk in an earth science class. The professor is talking about the tsunami..

Professor: The term "tidal wave" is often inaccurately used for a Tsunami. Tsunamis have nothing to do with the action of tides. A more accurate term is " seismic sea Wave." There has to be a disturbance of the earth's crust to produce a tsunami.

Large earthquakes with epicenters under or near the ocean are the cause of most tsunamis. Volcanic eruptions and undersea landslides are also responsible, but unless accompanied by movements of the ocean floor, their effects are usually localized. Possibly this was true about the eruption of Krakatoa in 1883. A tsunami was responsible for most of the deaths caused by Krakatoe, yet this tsunami did not sink any ships. It did wash away several coastal villages and killed more than 36,000 people.

Tsunamis work in complex ways. Some pounce on coastal settlements like large breakers. Others produce a gentle wave that floats buildings off their foundations. But then a violent backwash may sweep buildings and people out to sea. The tsunami that wrecked Hilo, Hawaii, in 1946 was so forceful it folded parking meters. It caused needless deaths when people returned to save their belongings and got caught between waves.

The deeper the water, the lower the tsunamis and the faster it moves. In the open ocean, it travels at about 700 kilometers per hour, but being sometimes no more than a meter in height, a tsunami often passes a ship unnoticed. This is what happened in 1896 during a catastrophic tsunami in Japan, which was the result of an undersea earthquake. Thousands of people were drowned onshore, while fishermen far out at sea didn't notice the waves passing beneath their boats. But when they went home, they found their villages destroyed.

Questions 27 to 35 refer to the following lecture

Listen to a lecture in a science class. The professor is talking about Three-Mile Island.

Professor: Today, I'll be talking about an accident at a nuclear power plant. The accident I'll be discussing is the one that occurred at Three-Mile Island in 1979. By the end of the lecture, you should understand what factors contributed to the accident there.

You can see Three-Mile Island in this photograph. The nuclear reactor at Three-Mile Island is in the middle of a river in the state of

Pennsylvania. This nuclear reactor has two PWRs, which means that it has two pressurized water reactors. The problem that occurred in 1979 was in the Number Two pressurized water reactor.

Now we're going to discuss what happened in the Number Two reactor at Three-Mile Island. The important thing to understand about the accident was that there was a series of problems rather than a single problem.

The series of problems occurred in the water-cooling system. The initial problem was that a cooling system value stuck open and cooling water ran out. Unfortunately, the problem did not end when the cooling value stuck open because operators misinter-preted the instrument readings. They knew there was a problem. They thought the cooling system had too much water rather than too little water. Because they thought that there was too much water, they shut off the emergency cooling water. As a result, there was no water to cool the nuclear reactor.

There wasn't a complete nuclear melt-down when the emergency cooling water was turned off, but there was a partial nuclear meltdown. A nuclear meltdown would exist if the uranium in the fuel core melted completely. In this situation, heat built up in the fuel core until the uranium began to melt, but it didn't melt down completely.

I hope you can understand the series of events that led to the problem at Three-Mile Island. It all started with the stuck value in the cooling system and was exacerbated by the misinter-preted reading and the improper shutdown of the emergency cooling system.

Fortunately, the meltdown that did occur was only partial and not complete.

TEST 2

Part 1 (Track 4)

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English.

There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

Part 1:

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *Today, I'm going to give you some advice about record-keeping. Keeping accurate records is very important, because if a patient is unhappy about his treatment, he may want to make a complaint to the surgeon. These records will help us to make a case. Always write your name, the date and the time on all the records. Don't use pencil, or coloured pens. Use black ink. If you make a mistake, just cross it out with a single line. Don't use correction fluid. Don't try to file the records away yourself, or they may get lost. Put them in this box here. The administration manager will make sure they are filed away correctly.*

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. File them away
B. Give them to the administration manager
C. Put them in a box
D. Give them to the patient

The correct answer is **C. Put them in a box.** Now, let's begin with the first question.

❶ If the customer brings in an item of clothing they would like to return for exchange or refund, the first thing you do this examine it to make sure the customer did not wear the clothing. If they did, then they can't return it.

Remember, nothing can be returned without an original store receipt. We don't accept photocopied receipts or credit card invoices.

❷ Do you want to get free electricity, and earn money at the same time? We, at PV Lec, would like to offer you a great deal. Install photovoltaic panels on your roof and you can generate your own electricity from the sun! You will save money on your electricity bills, and you can sell any electricity you don't use back to your electricity supplier. If that isn't a great enough deal, you'll also get a tax-free payment from the government, simply as a 'thank you' for generating carbon-free energy. Call PV Lec now on 08004778599 for a free survey to determine which size unit is suitable for your home.

❸ And now for the weather. Today it will be another warm, dry day, but it won't be as sunny as yesterday. Most areas of the region will be overcast. But temperatures will be high, around seventy degrees, with some light breezes on the coast. Unfortunately this spell isn't going to last, I'm afraid. Tomorrow, a band of rain is going to creep in from the south west, and it's going to feel a lot colde.

❹ Next week Sammy Alterner, the owner of the Lions Football Team and the CEO of Fine Attractions, is expected to announce the location for his proposed $5 million, 10,000 seat arena. There are 4 options for the sports arena location, including two in the downtown, he says. The purpose of the facility is to have a stadium that has been built for his football team, but to host large concerts. Construction should begin after 2 months.

❺ Welcome to the concert hall of the Museum of Fine Arts under the opening of the fourth series of the "Arts and history" series. The series is an annual program featuring special exhibits, lectures, concerts, and films. Tonight the museum is very pleased to host the world-renowned chamber music society. In this, the first of a six concert series, the music society will perform an all-Beethoven concert. There will be refreshments sold during the 20-minute intermission in the theatre lobby. Enjoy the concert everyone!

❻ Representatives from Quick Auto Fix, the world's largest automobile parts company, met at the Parker Hotel tonight to begin a week-long company meeting. Employees came from around the world to attend the convention. The event, held once every two years, celebrated another year of success. Quick Auto Fix began as a small auto – repair shop thirty years ago and has grown rapidly ever since.

❼ Welcome to the Western Education conference. This morning from 11 a.m.until noon, there will be an informative session on teaching styles for young learners. Lunch will be from noon until 1:30 p.m. in the hotel dining room. Then this afternoon, you can choose between two exciting seminars from 1:30 to 4 p.m. One is titled "Building student's Confidence" and will be held in this room and the other, "Improving Student's Math Skills" will take place across the hall. At 4 o'clock the auditorium will open and you can visit the exhibitor's booths at that time; enjoy the conference.

❽ Patson Photo Chemicals and Realtors, we are the new type of color film developer. We are about to start using it now, so I will explain how to handle this liquid safely. First of all, remember, wear the safety goggles and gloves, and you should wear the lab coat as well. As I said, it's a liquid developer and it doesn't require refrigeration. We'll keep it in lab number one next to the photographic paper. Please don't store it in the storage cabinet with the other chemicals, because the film could be potentially dangerous. If you're working in one of the dark rooms, always remember to use the exhausted vent. If you have any questions, please do not hesitate to ask.

Part 2 (Track 5)

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Listen to a conversation about a part-time job

Man: I'm looking for a part-time job on campus.

Woman: Then you've come to the right place. The campus employment office is here just to hold students like you find jobs on campus.

Man: I'm glad to hear that, because I really need to start earning some money.

Woman: Let me ask some questions to help determine what kind of job would be best. First of all, how many hours a week do you want to work?

Man: I need to work at least ten hours a week, and I don't think I can handle more than twenty hours with all the courses I'm taking.

Woman: And when are you free to work?

Man: All of my classes are in the morning, so I can work every weekday from noon on. And of course I wouldn't mind working on the weekends.

Woman: I'll try to match you up with one of our on-campus student jobs. Please fill out this form with some additional information about your skills, and leave the form with me today. Then you can call me back tomorrow, and maybe I'll have some news for you.

Man: Thanks for your help.

Questions 13 to 16 refer to the following conversation

Listen to a conversation between two friends.

Woman: Hi Jack. It's good to see you again. Are you ready to get down to business again after spring break?

Man: Not really, but I guess I don't really have too much choice, do I? And it's going to be Particularly hard to get back to work since I just had the most fantastic vacation ever.

Woman: Really? What did you do?

Man: I went kayaking on the Klamath River.

Woman: Kayaking?

Man: Yes, you know what a kayak is, don't you? It's a long, narrow boat, the kind first used by the Esskimos. It's quite popular now on white-water rivers.

Woman: Oh, I know what a kayak is. I was just surprised that you would take a trip like that. Weren't you scared?

Man: At first, I was. But after I learned some techniques for maneuvering the kayak, it wasn't so bad. We didn't start out on the river. We had three whole days of instruction in a shallow pool first. Then, when we finally got out on the river, I felt ready for it.

Woman: Did you spend the nights camping outside on the ground? That alone would make the trip unappealing to me.

Man: Oh, no. The accommodations were fantastic. Each person on the trip had a private cabin, and the facilities included a hot tub, a lodge where you could have a drink and relax, and a top-notch cafeteria with great food.

Woman: Now, the part of the trip does sound good to me. But I don't think I'd like the part that involves riding through rough water in a small kayak.

Man: Oh, you should try it. I know you'd like it. I'm going to do it again myself, as soon as I can afford to spend the time and the money.

Woman: Well, better you than me.

Questions 17 to 20 refer to the following conversation

Listen to a conversation between two classmates

Man: Did you read the article that the professor assigned for tomorrow's class? It was really interesting.

Woman: No, not yet. What was it about?

Man: It was about pollution, specifically one kind of pollution, specifically one kind of pollution called acid rain.

Woman: Why is it called acid rain?

Man: It's called acid rain because the rain or some other kind of precipitation has been polluted with acid.

Woman: Where does the acid come from?

Man: From cas or factories, anything that burns coal or oil. These are made up mostly of sulfuric dioxide and nitrogen oxides, which react with water vapor to form sulfuric acid or nitric acid.

Woman: You mean that when coal or oil is burned, acid gets formed. And when it rains or snows, the acids fall back on earth.

Man: Exactly. That's why it's so dangerous. Acid rain has been falling over areas of northern America and northern Europe, and if this isn't checked, the effect on the water supply and plant and animal life could be disastrous.

Woman: This is something important. I really need to read that article.

Part 3 (Track 6)

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Questions 21 to 25 refer to the following lecture

Listen to a lecture given by a professor.

Professor: In yesterday's class, we discussed the volcanoes located in the area known as the Ring of Fire, an area which basically encircles the Pacific and includes the United States's Mount St. Helens as well as Japan's Mt. Fuji and Argentina's Aconcagua, the highest mountain in the Western Hemisphere. Most of the world's approximately 500 active volcanoes are located along the Ring of Fire, and the eruptions that take place there are among the most violent in the world.

Today, we are going to discuss the volcanoes of Hawaii, which are quite different from the volcanoes in the Ring of Fire. Hawaiian volcanoes are not located along the Ring of Fire and are therefore not caused by the movement of the Earth's plates against each other. Instead, Hawaii is located in the middle of the Ring of Fire, above a massive plate rather than where two plates meet. The result is that Hawaiian volcanoes are much gentler than those in the Ring of Fire: Hawaiian volcanoes have much less gas in them, which causes less explosive eruptions, and the lava in Hawaiian volcanoes is thinner, which results in mounds that are long and low rather than high and steep because the lava flows farther and builds mounds gradually with long. Low slopes. Mauna Loa, the name of one of Hawaii's most famous volcanoes, actually means "long mountain."

Question 26 to 30 refer to the following lecture

Listen to a lecture in a botany class. The professor is talking about conifers.

Professor: Today, I'll be talking about conifers, which are the type of trees, such as pines, that have cones instead of colorful flowers. About a third of the world's trees are conifers, and the vast majority of conifers are found in the great conifer forests of North America and Siberia.

Both the oldest and the biggest trees in the world belong to the conifer family. The oldest known living tree is a four-thousand-year-old bristlecone pine, which is located in California. The giant redwoods, which are also found in California, are the largest trees, they can be several hundred feet tall and weigh as much as 2,000 tons. An interesting note about the giant redwoods is that, even though the trees are so large, they have relatively small cones.

What is true of most, but not all, conifers is that they are evergreens with needle-like leaves. The needle-like shape to tree leaves evolved as a reaction to drought. When compared with a flat leaf, a needle presents a much smaller surface area, which decreases the amount of water lost through the leaves. Because most conifers are evergreens, they lose and replace their needles throughout the year, rather than shedding all their leaves in one season, as deciduous trees do.

Questions 31 to 35 refer to the following lecture

Listen to a lecture in an astronomy class. The professor is talking about Venus.

Professor: Today, we'll be discussing the planet Venus, which is the second planet in our solar system and is almost the same size as our Earth, which is the fifth largest planet in the solar system.

The planet Venus is easily visible in the sky from Earth, although not always as a complete globe. It goes through phases, just like the Moon. Sometimes it's fully visible, like a full moon, sometimes it's half visible, and sometimes it is only a small crescent. It's actually at its brightest when it's a crescent.

Venus is a very hot planet. The temperature there can reach almost to 500 degrees centigrade, or 900 degrees Fahrenheit. Its so hot on Venus for two primary reasons: first, its hot because of its atmosphere. Its atmosphere is almost entirely carbon dioxide, which holds in the heat from the Sun extremely well.

Venus is also well-known for the clouds that cover it. As you know, Venus is visible to us on Earth, but it's not actually the planet that we see; it's the clouds. The surface of Venus can't be

seen, even with a telescope, because of the clouds that surround the planet. The clouds on Venus are very different from the clouds on Earth. Earth's clouds are made of water vapor, but on Venus there is no water. The clouds on Venus are actually made of sulfuric acid. These clouds help to contribute to the brightness of Venus in our sky. When Venus appears to shine so brightly, it's because the light of the sun is reflecting off Venus's clouds of sulfuric acid.

BÀI THI MẪU

TEST 1 - LISTENING

PART 1 (Track 7)

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

Part 1:

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *The new addition to the Henning IT Library is going to officially open next at 9 a.m. or Monday morning. This much anticipated section of the library has been touted by the press and business community in that it will provide much needed information to IT firms, investors and government officials.*

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. To announce the move of the library.
B. To collect donations to buy new books.
C. To introduce a new section of the library
D. To notify people of the new hours of the library

The correct answer is **C. To introduce a new section of the library**. Now, let's begin with the first question.

❶ Hello, I'm Tom Longings, your guide for today's hike. We'll begin here with a pretty steep climb. So hopefully you're all wearing comfortable shoes and clothes. We'll stop at several points along the way to observe the deer, squirrels, and tall trees which are found in this region. About half way through, we'll stop at Evergreen Tree to eat lunch and enjoy the view. On our way down we'll follow the path that will take us around to the Mesi Fall. If you have any questions about any of the trail markers, or if you would like to rest, just let me know.

❷ You have reached House Electrics. If you are a current customer, please state your name and your telephone number clearly and slowly. Press 1 if you'd like to be connected to our 24 – hour emergency repair service. Our customer service representatives are available from 7 a.m. to 9 p.m., five days a week, Monday through Friday, to respond to billing questions and other concerns. To choose House Electrics as your electric company, please stay on the line and a sales representative will be with you.

❸ Hi, Ms. Vang. My name is Lina Miller. I'm with the international human resources department. I've received your résumé and would like to have an interview to talk to you about the manager's position. Information about wages and treatment will be given after you pass the interview. I'll be away from my desk for most of the day. So please send me an e-mail with information of when you'll be available to meet. I'll get back to you with the time that works best for me. Thank you

❹ Good afternoon! If you are on the roach, you already know that it's a rough commute today. The national weather agency has issued a road travel warning for the area. Heavy snow and winds are expected to last until early evening. Traffic on the highway is stuck for several kilometers,with a delay of about 30 minutes. The highway police advise care on all roads and recommend using public buses and trains. Right now it is 12:30. Stay tuned to this station for weather forecasts every hour from now on.

❺ XT procedure is very simple. First you get the proper form and a box down from the supply room. When you filled out a form and the box is ready,

you go to the shipping office to have the package certified. At that time the office manager will approve all the paperwork. Then you take the box to the clerk who will mail the package. Oh, and make sure you keep the carbon copy of the shipping form and file them under outgoing.

❻ Hi, Mr Jackie. This is Shell Jung returning your call. I've just got back to my office. It's about 4 o'clock on Tuseday. Yes, I would be interested in speaking at the conference you're organizing. Did you say it will be held in Paris? I know you said you wanted me to speak about the outcome of marketing strategy, but could you give me some more details about the type of presentation you want? I'll be on vacation in LA next week. So if you could call me back this week I would appreciate it.

❼ Welcome. As you know the search for a new vice president of the international marking department will begin soon. All of you who are company managers were invited to this meeting because you are eligible for this position. The position will first be posted internally for 4 weeks. If a suitable candidate is not found within our company, the position will be posted externally on the website and in the local newspaper. We hope to have a new vice president hired in less than 3 months. We look forward to seeing all of your applications within the next month.

❽ Good afternoon everyone! We are excited about the new magazine that will be published here at the art museum. We plan to have the first issue out within 3 months. That's August. As you know, we are looking for all of you to submit articles and ideas. We need the effort from everyone at the museum. In addition, we hired 2 people to staff the magazine, a marketing specialist, a photographer, and now the most important member of that staff, the editor. Please join me in welcoming Steve Webster!

PART 2 (Track 8)

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Listen to a conversation between the man and the woman.

Man: Can you tell me how to get to the Music buillding from here? I have a lecture to attend there.

Woman: Oh, are you new to campus?

Man: Yes, I got here last night.

Woman: Well, to get to the Music Buiding, you have two choices. If you want to go right now you can walk straight down this street until you're past the Commons, and then turn right. The Music building will be straight ahead.

Man: How long will it take to get there?

Woman: About twenty minutes.

Man: What's my other choice?

Woman: If you don't mind waiting around for a while, you can take the shuttle bus. The bus only takes about five minutes to get there.

Man: But I have to wait for the bus?

Woman: That's right.

Man: Well, I guess I might as well walk.

Questions 13 to 16 refer to the following conversation

Listen to a conversation between two friends.

Man: How was your trip to Wyoming last summer?

Woman: It was fantastic. Some of the most beautiful scenery in the country is in Wyoming.

Man: Where did you go in Wyoming?

Woman: We drove by Deli's Tower National Monument, and we spent a few days in Laramie. But we spent most of our vacation in Yellowstone National Park.

Man: You went to Yelloestone? I wish I could've gone! I've heard that Yellowstone is just magnificent.

Woman: It's the oldest and largest national park in the United States. And it's got spectacular waterfalls, hot springs and geysers.

Man: Did you see Old Faithful?

Woman: Of course we saw Old Faithful. It's the best known of the geysers there. We couldn't visit Yellowstone without seeing the Old Faithful.

Man: Do you think you'll be taking another vacation in Yellowstone again? If you do, I'd like to go next time.

Questions 17 to 20 refer to the following conversation

Listen to a conversation between two classmates.

Man: How are you going to spend this year's Thanksgiving vacation?

Woman: I'm going to spend it with my family. We celebrate very traditionally. We go to my grandparent's house and have a big Thanksgiving dinner. It's really the only time in the year that my whole family gets together.

Man: In my family we just have a big feast, too. We don't really stop and think about how Thanksgiving Day developed, how new colonists in Massachusetts had a three-day feast to give thanks for surviving the first terrible winter and for gathering their first corn harvest the following year.

Woman: Did you know that the original Thanksgiving Day was celebrated in July?

Man: No, I thought Thanksgiving had always been in November.

Woman: The first Thanksgiving was celebrated on July 30, 1623. After that, Thanksgiving was celebrated at many different times. It wasn't until 1863 that Abraham Lincoln declared that last Thursday in November as a day of thanksgiving, and this holiday has been celebrated in November ever since.

PART 3 (Track 9)

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Questions 21 to 25 refer to the following talk

Listen to a career counselor talk about two different types of employees.

Man: Are you going to be more effective and happy as a specialist or as a generalist? Do you find real satisfaction in the precision, order, and system of a clearly laid-out job? Or are you one of those people who tend to grow impatient with anything that looks like a "routine" job?

There are a great many careers in which the emphasis is on specialization. You find these careers in engineering and in accounting, in production, in statistical work, and in teaching. But there is an increasing demand for people who are able to take in a great area at a glance. There is, in other words, a demand for people who are capable of seeing the forest rather than the trees, of making overall judgments. And these "generalists" are particularly needed for administrative positions, where it is their job to see that other people, to organize other people's work, to initiate it and appraise it.

Specialists understand one fied; their concern is with technique, tools and media. They are "trained" people, and their educational background is technical or professional. Generalists – and especially administrators – deal with people. Their concern is with leadership, with planning, with direction, and with coordination. They are "educated" people, and the humanities are their strongest foundation.

Any organization needs both kinds of people, although different organizations need them in different ratios. It is your job to find out, during your college years, into which of these two job categories you fit, and to plan your career accordingly.

Questions 26 to 30 refer to the following talk

Listen to a talk given by an economics instructor.

Professor: One of the major problems in our economy is inflation, a situation in which prices are going up faster than wages. Thus, a person has to work more hours to pay for the same items.

For example, let's say that this year a loaf of bread costs $1.00 and the average salary in the United States is $10.00 per hour. That means a person could earn enough money to buy a loaf of bread in one-tenth of an hour, or six minutes. Then, halfway through the year, the price of the bread goes up to $1.25, while wages stay the same. That means that a person has to work one-eighth of an hour – seven and a half minutes – to buy the same loaf of bread.

Now let's say that at the end of the year, wages go up to $11.00 per hour, but the price of bread goes up to $1.50. Now a person has to work more than one-seventh of an hour - over eight minutes - to buy the same loaf of bread. As you can see, if more and more work time is spent earning money to buy loaves of bread, employees will have less money left over to buy other things. Inflation means that the same money buys fewer things, and everybody's standard of living goes down, even if salaries are going up.

Some kinds of inflation are worse than others. Moderate inflation does not distort relative prices or incomes severely. Galloping inflation happens rapidly, say at a rate of 100 percent or more within a year. And then there is hyperinflation – inflation so severe that people try to get rid of their currency before prices rise further and render the money worthless. Times of hyperinflation are usually characterized by social and political turmoil.

Questions 31 to 35 refer to the following lecture

Listen to a lecture in a psychology class.

Professor: Psychology is a relatively new science. Like other sciences, psychology must be able to state laws. A law is a way of organizing knowledge about something so that we can make predictions. When enough knowledge is gained about a subject, a scientist can state precisely what will happen under certain conditions.

We experimental psychologists are interested in developing laws about human behavior so we'll be able to understand and predict what people do and why they do it. Of course, to develop laws about human behavior, we must assume there's some regularity to it. We can't be psychologists without making the assumption that behavior follows certain patterns.

One of the major laws psychologists have discovered is called the law of Effect. The law of Effect states that whether or not a person will repeat a behavior depends on the effect that behavior has. If an action is rewarded, it's likely to be repeated. If the action is not rewarded, or if it's punished, it's not likely to be repeated.

How do psychologists state laws? First, using available knowledge, a psychologist makes a hypothesis about behavior. Then, the psychologist tested the hypothesis through an experiment. But even if the experiment proves the hypothesis was correct, it's not yet a law. It's just the beginning of the work. To arrive at a law that will apply to all humans, many repetitions of the experiment must be conducted under different conditions. Only repeated verification, especially proof that the behavior can be predicted, will result in a law.

PART 1 (Track 10)

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

Part 1:

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *The new addition to the Henning IT Library is going to officially open next at 9 a.m. or Monday morning. This much anticipated section of the library has been touted by the press and business community in that it will provide much needed information to IT firms, investors and government officials.*

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. To announce the move of the library

B. To collect donations to buy new books

C. To introduce a new section of the library

D. To notify people of the new hours of the library

The correct answer is **C. To introduce a new section of the library**. Now, let's begin with the first question.

❶ All right, here's some water and bread to get you started. My name's Jenny, and let me start by telling you about our specials this evening. For seafood, we have fresh Dungeness crab for $12.99, and lobster Newton with stuffed prawns for $17.99. Our other specials are T-bone steak with mashed potatoes and gravy, for just $11.99, and prime rib with spinach fettuccine for only $13.99.

❷ Attention please. This is a special announcement from the main office. There is a visitor's car parked in the fire zone on the east side of campus. It's a blue Yamahoo Zephir, license plate number XYZ701. The owner needs to move this vehicle immediately, or it will be towed. We want to remind all visitors that no parking is allowed in the fire zones on the west and east sides of campus. These zones must be kept free at all times for fire trucks and other emergency vehicles. Parking is also in lots on the north and south sides. Metered parking is available on the streets surrounding school grounds, and there are special handicapped parking spaces in all school parking lots. We appreciate your cooperation in keeping our no-parking zones clear. Thank you.

❸ Before we begin with our refilar agenda, I just wanted to remind you there will be improvements made to the gas service this coming Tuesday. In order for the gas company workers to complete the upgrade safely, we'll have to shut down our boilers for most of the day. This won't affect any of our electrical services, so business operations should be normal, but the cafeteria will be closed, since there won't be any hot water available. If you have any questions, you can call the facilities office at extension 555-5555.

❹ Friends Seafood has the freshest seafood in town. The only way to get fresher seafood is to catch it yourself. So friends are going to give you a chance to do just that. Just look for the entry blank in the Friends ad in today's newspaper. You and five of your friends could win a deep sea fishing trip aboard Patchin's fishing boat. The entry deadline is this Monday. So enter now and in the meantime, come try the seafood we caught for you, today!

❺ This plant has an excellent safety record and we want to make sure it stays excellent. We have installed new machinery, so you will all have to take some extra precautions to prevent accidents. First, anyone using these machines must wear plastic safety glasses. They are stored in the

equipment closet and are adjustable. For anyone who might need it, there is an eye wash facility by the main exit. Be sure to assist your coworkers if they require help.

❻ Welcome to the Great Lake Shiny Dancing Club. If you're here for the ballet class, that's on Wednesday, so please come back then. Before we start I'd like to remind you of a few things. Only dance shoes please. Second, we are very grateful to the Great Lake High School for letting us use their gym, so please help us keep the room clean. Tonight is our monthly introductory night, so if you are an advanced dancer be prepared to help the newcomers. Okay, everyone find a partner and let's get started.

❼ If you will remember, we sent out the request for proposals for development of the new civic center on February 29th As you can see from your summary sheet, we received fourteen responses; twelve of them met our initial criteria. What I'd like to do today is focus on eliminating five or six proposals, so that at our April meeting, we can do an in-depth analysis of the rest. Keep in mind that our goal is to select the final proposal by June and have the next project underway by next January.

❽ As many of you already know, Scott Brenner will soon be leaving his position as head of the education center. Scott has been with us for five years, and has implemented many changes at the center in that time. Our staff has grown from just eight to more than twenty teachers, and support staff members and our course offerings have expanded correspondingly. Although he will no longer be working with us directly, we still expect to see him frequently, when he begins his new position as assistant to the minister of education.

PART 2 (Track 11)

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Listen to a conversation between the man and the woman

Woman: Hi, Bob. Your hair looks nice. It's a bit shorter than usual, isn't it?

Man: A bit shorter? I don't think so. It's a lot shorter. When I look in the mirror, I don't even know who is looking back at me.

Woman: So you got your hair cut, but you didn't get the haircut that you wanted?

Man: This is not even close to the haircut that I wanted. I asked to have my hair trimmed just a little bit, and the hairstylist really went to town. When I looked down at the floor, there were piles of hair, my hair, on the floor. I couldn't believe it!

Woman: Well, at least your hair will grow back soon.

Man: That's what everyone is saying to me, it'll grow back. But it won't grow fast enough to make me happy.

Woman: Maybe after you get used to it, you'll like it a bit more.

Questions 13 to 16 refer to the following conversation

Listen to a conversation about a man's great-grandmother.

Man: I talked to my great-grandmother on the phone this morning.

Woman: Your great-grandmother? Do you talk with her often?

Man: I try to call her at least once a week. She's a really wonderful woman, and she's over eighty-five years old. I enjoy talking to her, because she's so understanding and because she gives me good advice.

Woman: What advice did she have for you today?

Man: She told me to be careful because a big storm is coming.

Woman: She said that a big storm is coming? Is she a weather forecaster?

Man: Not exactly. She says that she can feel it in her bones when a storm is coming. I know it sounds funny, but when she feels it in her bones that a storm is coming, she's usually right.

Woman: That's not actually so funny. When people get older, the tissue around their joints can become stiff and swollen. Just before a storm, the air pressure often drops, and this drop in air pressure can cause additional pressure and pain in swollen joints. So when your great-grandmother tells you she thinks a storm is coming, she probably has some aching in her joints from the decreasing air pressure

Man: Then, I had better pay more attention to my great-grandmother's weather forecasts!

Questions 17 to 20 refer to the following conversation

Listen to a conversation between two friends

Woman: Do you have any plans this weekend?

Man: There's so much to choose from on campus that I'm not sure what I'm going to do.

Woman: The football game on Saturday night, and I'm going with a group of friends. Do you want to go with us?

Man: Of course I'd like to go to the football game: it's the biggest game of the season. And it sounds like fun to go with a large group of people.

Woman: Good. We'll be meeting at the cafeteria for dinner at six o'clock on Saturday night, and then we'll go on to the game together.

Man: That takes care of my plans for Saturday night. But now I need to make a decision about Sunday afternoon. The music department is sponsoring a concert then, and I'd really like to hear that concert. But there's also a play being presented by the drama department that I really wanted to see. It's too bad those two events are at the same time.

Woman: You know, if you go to the game on Saturday night and a concert or play on Sunday, that doesn't leave much time for studying.

Man: Oh, well. Maybe I can do that the weekend after this one.

PART 3 (Track 12)

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Question 21 to 25 refer to the following lecture

Listen to a lecture in an education class. The professor is talking about early teachers.

Professor: All of you are enrolled in this introductory education course because you want to become teachers. I'd like to introduce this course because you want to become a teacher. I'd like to introduce this course with a little information about the life of a teacher that has changed over the past century.

Early in the twentieth century, the life of a teacher was quite different from what it is now. There were very strict rules that governed every aspect of the teacher's life. The rules were not just about how a teacher could conduct herself in the classroom and on the school grounds. There were also numerous rules that governed just about everything a teacher did.

Here are some of the rules. Teachers had to follow strict rules about their appearance; they were sometimes told not to wear colorful clothing, not to dye their hair or wear it loose, and not to wear their skirts above the ankle. Teacher's whereabouts during after-school hours were also strictly regulated; there were rules forbidding teachers to go to bars and to ice cream parlors, there were rules requiring teachers to be at home after 8:00 in the evening, and there were rules forbidding them to leave town without permission. Just about any action a teacher wanted to take could be regulated. Teachers could be forbidden to smoke or to drink; they were also sometimes forbidden to spend time with men or to marry if they wanted to remain teachers.

Questions 26 to 30 refer to the following professor's talk

Listen to a lecture in a biology class. The lecture is on tropism in plants.

Professor: Today. I'll be talking about the concept of tropism as it relates to plants. Tropism, for those of you who don't know, refers to a bending of a plant or a part of a plant, in response to an outside stimulus.

There are three important kinds of tropism. They are phototropism, geotropism, and hydrotropism. In each of these kinds of tropism, a plant, or a part of a plant, bends in response to a different kind of outside stimulus.

First, we'll discuss phototropism. The outside stimulus in phototropism. The outside stimulus in phototropism is light. When a plant is affected by phototropism, it grows in the direction of a light source such as the Sun.

The second kind of tropism is geotropism. In geotropism, the outside stimulus is gravity. In a plant affected by geotropism, the affected part of the plant grows directly downward because of the pull of gravity. When a plant is affected by geotropism, it's often the root structure that's affected.

The final kind of tropism that I'll discuss today is hydrotropism. When hydrotropism affects a plant, this means that the plant is drawn toward water. A plant under the effect of hydrotropism will grow in the direction of its water source.

Questions 31 to 35 refer to the following lecture

Listen to a lecture in history class. The lecture is on the St. Louis Arch

Professor: Today, we'll look at a structure that is popularly called the St. Louis Arch. We'll be looking at how it was constructed and, more importantly, why it was constructed and what it commemorates.

In this photo you can see the 630-foot high stainless steel arch. It's remarkable for its engineering; it has no inner form; instead it is dependent on its two hollow legs for support. There are trams inside the legs to take visitors to an observatory at the top of the arch.

Most people call it the St. Louis Arch because it is in St. Louis, but its real name is the Jefferson National Expansion Memorial. It's a memorial because it was built in memory of the expansion of the nation beyond St. Louis. It's named after Jeferson because it was under the presidency of Thomas Jefferson that the greatest expansion of the country took place.

In 1804, several years after the start of Jefferson's presidency, Lewis and Clark set out from St. Louis to explore new territories to the west. Their expedition was a 4,000-mile trip from St. Louis to the Paciffic Northwest and back that lasted a little more than two years. In the years following the expedition of Lewis and Clark, thousands of pioneers set off from St. Louis and Headed west.

It was to honor this period of expansion that the arch was constructed. The arch itself was designed to represent a gateway, or a doorway, to the west. At the base of the arch there's a subterranean museum. This museum is named the Museum of Westward Expansion because it honors all the pioneers who headed west from St. Louis. In the middle of the museum is a statue of the president who was responsible for much of this expansion, Thomas Jefferson.

TEST 3 - LISTENING

PART1 (Track 13)

Directions: In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in the recording. There will be time for you to read the instructions and you will have a chance to check your work. The recording will be played ONCE only.

Time allowance: about 40 minutes, including 05 minutes to transfer your answers to your answer sheet.

Part 1:

Directions: In this part, you will hear EIGHT short announcements or instructions. There is one question for each announcement or instruction. For each question, choose the right answer A, B, C or D. Then, on the answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer that you have chosen.

Now, let's listen to an example. On the recording, you will hear:

Woman: *The new addition to the Henning IT Library is going to officially open next at 9 a.m. or Monday morning. This much anticipated section of the library has been touted by the press and business community in that it will provide much needed information to IT firms, investors and government officials.*

On the test book, you will read:

What does the woman tell her colleagues to do with the records?

A. To announce the move of the library

B. To collect donations to buy new books

C. To introduce a new section of the library

D. To notify people of the new hours of the library

The correct answer is **C. To introduce a new section of the library.** Now, let's begin with the first question.

❶ This weekend is the opening of a two-week video exhibit entitled "From Barcelona to Sanpaulo." For the next month the Museum of Techno Art in New York will be featuring contemporary films such as a short computer animation and a full-length documentary about working women in Madrid. Join other viewers at the museum on Friday for the opening of the exhibit. You don't have to speak Spanish to enjoy these video pieces, as soundtracks are available in other languages. Don't put off your visit. The show moves on to Detroit at the end of month.

❷ Your attention, please. Will visitors with tickets to the 8 p.m. Sky show, "Journey to the Stars", please come to the theater entrance? This show is sold out, but tickets are still available for the 9 o'clock show. Dan Niche and our other hands-on science exhibits for all ages are open until 9 o'clock this evening. The gift shop is open until 9:30. And remember, participants in the membership program receive a 10% discount on gift shop purchases.

❸ Let's go over the safety precautions we'll take today before we go on our trip down the river. Always wear your life preserver whenever you're in your canoe. Don't stand up in your canoe because it can capsize quite easily. If you do tip over, do not leave your boat. Don't let it float away, and don't swim to shore. Now, as soon as you've put on your life jackets and det into your canoes, I'll show you the different ways to maneuver your boat, and of course, how to hold your paddles.

❹ Maybe it's time for a new Gentle Night mattress. Research shows you'll sleep 20% more deeply on a supported mattress. But with over 40 brands to choose from, how can you decide? Well, Gentle Night is designed by orthopedic surgeons. But don't take our word for it, test one out for yourself. We are so sure you will love it that we will let you try it for a

week. And if you're not satisfied, we will give you a full refund. Visit your Gentle Night dealer today to check out our selection. It is offered until May 1st only.

❺ This is Dr. Julie Schedit with today's medical minute. Winter's almost here, and it's time to protect yourself against the flu. How can you reduce your chances of getting the flu? Keep your hands away from your nose, eyes, and mouth in order to prevent the spread of germs. Wash your hands frequently, and don't forget to cover your mouth when you sneeze or cough. Also, remember to eat a nutritious, well-balanced diet in order to build up your body's immune system. Stay tuned, because after this commercial break, I'll give you some exercise tips for the coming month.

❻ Thank you for calling Amazing Tickets. Our office hours are Monday through Friday, 9 a.m. to 6 p.m., Saturday, 10 a.m. to 5 p.m., and Sunday, noon to 5 p.m. We have tickets for Nick Sawyer, Nov. 22nd and 23rd at the L.A Sports Arena, starting at $37.50, and also tickets for the Russian Ballet, at the Peter Chandler Pavilion on Dec. 12th, 13th and 14th. Ticket prices for the ballet range from a low of $50 up to $150. We're sorry, but we have no more tickets to the Lakers-Celtics basketball game on Nov. 28th. Thank you for calling Amazing Tickets. For more information, please call during our normal business hours.

❼ This is Nancy Dejhos, the manager of May Boutiques. I ordered fifty hats from you in October, but they didn't arrive until November twenty-sixth. It's unlikely that I will be able to sell them all as I planned during this holiday season. So I will need to return half of the hats, unless you will offer me a discount. Then I would be able to sell them at a special price during our annual sale in January. Let me know if this is possible. Otherwise, I will prepare the shipment tomorrow.

❽ Attention passengers on Northeast Airways Flight 888 to Philadelphia. The plane's departure from Los Angeles has been delayed two hours due to heavy fog. The plane is not expected to arrive here in Chicago until 4:45 p.m. Passengers who are worried about missing overseas connections in Philadelphia should contact a Northeast Airways representative for more information. Once again, Northeast Airways Flight 888 bound for Philadelphia has been delayed. It is now scheduled to depart Chicago at 5:30 p.m.

PART 2 (Track 14)

Directions: In this part, you will hear THREE conversations. The conversations will not be repeated. There are four questions for each conversation. For each question, choose the correct answer A, B, C or D.

Questions 9 to 12 refer to the following conversation

Listen to a conversation between the man and the woman

Man: The men of the northwoods tribes were the hunters. The hunting season began in the fall and continued until midwinter. These expeditions frequently took the hunters away from the village for long periods of time. Moose, deer, beaver, bear, and elk were the animals sought. Large deer drives were common, and small animals were taken with snares or the bow and arrow.

Woman: Did the woman ever go hunting with the men?

Man: The women often accompanied their husbands on hunting parties. Their job was to take charge of the camps.

Woman: Do you mean they just cooked for the men? I thought the Native Americans had more of a system of equality.

Man: Overall, men and women shared the labor. On hunting expeditions, women basically supported the men, whose job was to procure the game. On the other hand, women controlled other realms of life. For example, women managed all of the agricultural operations. Also, a woman headed each clan, and these women were respected for their role as keepers of the clan.

Questions 13 to 16 refer to the following conversation

Listen to a conversation the woman and the man.

Woman: Have you ever thought about all the tons of garbage that's out in space circling the Earth?

Man: Tons of garbage that's out in space circling the Earth? What do you mean?

Woman: I saw a television program about it last night, and according to the program, there's about 3,000 tons of metal out there in space, travelling at speeds around 17,000 miles per hour.

Man: Where did all this garbage come from?

Woman: Well, it comes from all those space missions that have gone up since 1957. Every time a rocket ship goes up into space, it leaves a lot behind, and this stuff goes into orbit around the Earth: booster rockets, solar panels, remnants of satellites, and even nuclear reactors.

Man: Isn't it dangerous to have all this stuff out there?

Woman: Some space scientists are worried about possible collisions between this orbiting junk and spaceships, particularly manned spacecrafts; however, so far there haven't been any such accidents.

Man: Well, I hope that they're going to do something about this, both for the sake of safety and for the sake of the environment.

Woman: Me, too. I know that right now the problem is being studied by numerous scientists; hopefully, they'll be able to find solutions, they'll be able to find solutions before the problem gets too much worse.

Questions 17 to 20 refer to the following conversation

Listen to a conversation between two students.

Woman: Am I ever glad to see you! We don't have much time left before our presentation – only the rest of this week. Let's talk about what we still need to do.

Man: Do we have that much left to do? I was under the impression we're just about ready. I've got all my data, the graphs and photos of the mountain.

Woman: Let's – we'd better go over what we have.

Man: Oh, sure, but I have hockey practice in half an hour.

Woman: This won't take long, I hope. Now, I'll do the introduction. First, I'll talk about how the geologists at Volcano Watch detected another tiny earthquake on Stone Peak two weeks ago. The quake registered only point 8, but they think it could be part of a series of small quakes that precede an eruption. Then I'll give the history of the eruptions in that area.

Man: How far are you going to go back?

Woman: Two thousand years. That's the last time Stone Peak erupted. I won't

go over every little eruption, just the six or seven major ones in the range. Then... I guess at that point I'll turn it over to you.

Man: And I'll show my graphs – no, maybe the pictures first, at least this one of the bulges. George Davidson at the observatory gave me all these photographs. I still have to make slides out of them, and of my graphs, too, nuts that won't take long. Aren't they awesome? Some are really good shots of the mountain – you can really see how much the bulge has grown.

Woman: It's grown... How much, a few inches?

Man: A few inches a year, for the past six years. The bulge is forming 'cause a chamber of magma below the surface is growing. Earth's crust is being the surface that is growing. Earth's crust is being bent and bent – a few inches a year is a lot of bending – and sooner or later, it'll start to break open. Then there'll be a show! First I'll show them - first the color picture, then the graphs showing the eruptions over the past six years... and then the series of black – and – white photos show the bulge, it shows up better in black and white.

Woman: Then... when you're through with the slides, we should probably allow enough time for questions.

Man: Yeah, that sounds good. That should about wrap it up. See? We're all set to go.

PART 3 (Track 15)

Directions: In this part, you will hear THREE talks or lectures. The talks or lectures will not be repeated. There are five questions for each talk or lecture. For each question, choose the right answer A, B, C or D.

Question 21 to 25 refer to the following lecture

Listen to a lecture in a geology class. The lecture is on the structure of the earth.

Professor: Today, I'm going to give you a brief overview of the structure of the earth. The earth is made up of a number of layers. From the outside to the inside, the main layers are the crust, the mantle, and the core.

Let's look at a diagram of the earth's main layers. The crust is the thin outer layer, then there is the mantle, and finally there's the core, which is divided into the outer core and the inner core.

First, let's talk about the crust. The crust is a thin, hard layer of rock. As you can see in the diagram, the crust is quite thin. The crust is about 20 miles thick under land masses. Under the oceans, the crust is even thinner. The crust is only about 4 miles thick under the oceans.

Now, let's talk about the mantle. The mantle makes up the greatest part of the earth. The mantle is about 1,800 miles deep. It's made of stony materials that were created from silicate minerals. The mantle is a huge mass of stony material.

Now, we'll look at the core, which actually has two distinct parts, the outer core and the inner core. Neither the outer core nor the inner core is as wide as the mantle; the outer core is less than 1,400 miles wide, and the inner core has a radius of 800 miles. The outer core is a layer of liquid metal; it definitely has liquid nickel and iron, and it may have other substances. The outer core is the only liquid layer. The inner core is composed of nickel and iron, as the outer core is, but the inner core is not a liquid layer like the outer core. It is extremely hot at the inner core, but there's also an extreme amount of pressure on the minerals in the inner core that keeps them firm rather than liquid.

That is all for our overview of the various layers that make up the earth. We'll be having a quiz on the material next class, so be prepared.

Questions 26 to 30 refer to the following lecture

Listen to a lecture in a film studies class.

Professor: In the first two decades of the twentieth century, cinema established itself as a powerful mas medium. Movies were a popular entertainment. Movies were also regarded as high art by the intellectuals of the day. Many people believed that cinema – or film- would be the defining art form of the new century.

Even in its earliest years, film was developing its own style – a style that was distinct from that of the theater. But what do we mean when we speak of film style? To put it simply, style is the texture of a film's images and sounds. It's the filmmaker's systematic use of the techniques of the medium – for example, staging, lighting, performance, camera framing and focus. Editing and sound also contribute to style.

A few filmmakers of the silent era were already developing film style, most notably in the editing technique of cutting. Cutting is when the action is broken up into separate shots, or pieces of film, and then the shots are recombined to tell the story in a coherent way. Before cutting, the action in films was like it was in the theater. The action took place far away from us, and it was continuous – it wasn't interrupted by any closer views of the actors.

Early film critics didn't like films that looked too much like theater. Theater was a well recognized art form with its own traditions and methods. However, film was something new, and well, it was an art form that owed its birth to the technology of the moving picture camera. The critics preferred to see stylistic camerawork and editing – the techniques that set film apart from theater. A lot of critics felt that editing was the most important film technique. Cutting – the change from shot to shot – was regarded as the key to film artistry.

Another film technique – called cross – cutting – made it possible to tell two stories at the same time. Cross-cutting – it's also called parallel action – involves showing segments from two different sequences, moving back and forth from one to the other. Cross-cutting was used in the 1903 film the Great train robbery. The film shows bandits escaping from the scene of their crime, and then it cross-cuts to a scene where the townspeople are dancing at a

party, unawave the robbery has taken place. The audience easily understands that the two scenes are going on at the same time.

The person who usually receives the credit for inventing most film techniques is D.W. Griffith. While Griffith didn't invent everything about film- actually he defined and redefined the innovations of other filmmakers – he created movies that critics and audiences recognized as a unique narrative form. This is because he perfected the elements of film "grammar" and the art of the story film.

Instead of having one camera shoot a scene from one position. D.W. Griffith filmed each scene from many angles and then he pierced together the sequences in the editing room. He used editing to heighten and control the dramatic impact of a scene. He introduced analytical editing, that is, breaking down a scene into shots that show closer views of people's faces or gestures. These loosely framed shots are known as close-ups. The close-up conveys a character's emotions through subtle changes in the eyes, mouth, and brow. After D.W. Griffith, the close-up became a standard tool in the language of film.

Questions 30 to 35 refer to the following lecture

Listen to part of the lecture in history class.

Professor: The agricultural revolution of ten thousand years ago started the great shift from rural to urban living. As human settlements evolved from simple groups of people to larger villages, and then to towns and cities, their basic pattern changed.

The early rural villages grew naturally – sort of organically – as if they were plants or bushes, and buildings were clustered near water sources, and around village gardens, with tree for shade and pastures for animals.

A lot of us yearn to escape to these simpler, more romantic settlements of the past. But there are probably more of us who have a powerful urge to explore new ideas and to build bigger and better structures. We now have super-settlements called cities. Our city planners and architects have converted the organic pattern of the village into a geometrically perfect grid. Our natural

habitat has been transformed into an expanse of hard, straight surfaces, with stone and metal and concrete and glass.

Of course, the city is still a wonderful place for stimulation, for opportunity, and for cultural interaction. In fact, you could say the city is our most spectacular creation. And, believe it or not, it still has elements of the rural past.

In the average North American city, about one-third of the surface is given to streets and buildings. The rest is covered by trees and grass – foresters call it the "urban forest" – meaning all the trees in city parks, the trees planted along streets and highways, and the trees in people's yards. The extent of this forest is sort of amazing –two –thirds of our urban space.

The concept of a tree-lined village green has a long history, but one of North America's first public parks – that was sort of created as a unified project – was Central park in New York City. Central Park was designed by landscape architects Olmsted and Vaus in the late nineteenth century. They took their inspiration from the gardens of European estates and the romantic landscape paintings from that period. Central Park was set in a rectangular site covering over 800 acres in the middle of Manhattan Island. By the nineteenth century, the original forest was long gone. The area had been used as a common pasture for farm animals, but eventually it deteriorated into a kind of urban wasteland, dotted with garbage dumps.

Olmsted and Vaux transformed this wasteland into something like its original appearance, with rolling hills, grassy meadow, and woofy thickets with thousands of trees. The result is sort of an oasis in the middle of steel and stone. Central Park has been called "the city's lung" because of its purifying effect on the air, not to mention its effect on the human psyche. It remains one of the best examples of what we can do with the open spaces of our cities.

When you look at how far we've come as humans, when you consider that we've developed something called civilization, you come to realize that the finest evidence of our civilization is the

city. The city is a symbol of experimentation and creation, a place where we can come together for work and entertainment, for art and culture, for wonder and opportunity. And, like the rural villages of the past, the city is where we come together to share cultural experiences with other humans – indeed, to define what it is to be human.

AUDIO FILES

You may download the audio files the following webpage:

1. http://bit.do/1980EDU-Huong-dan-luyen-thi-Vstep
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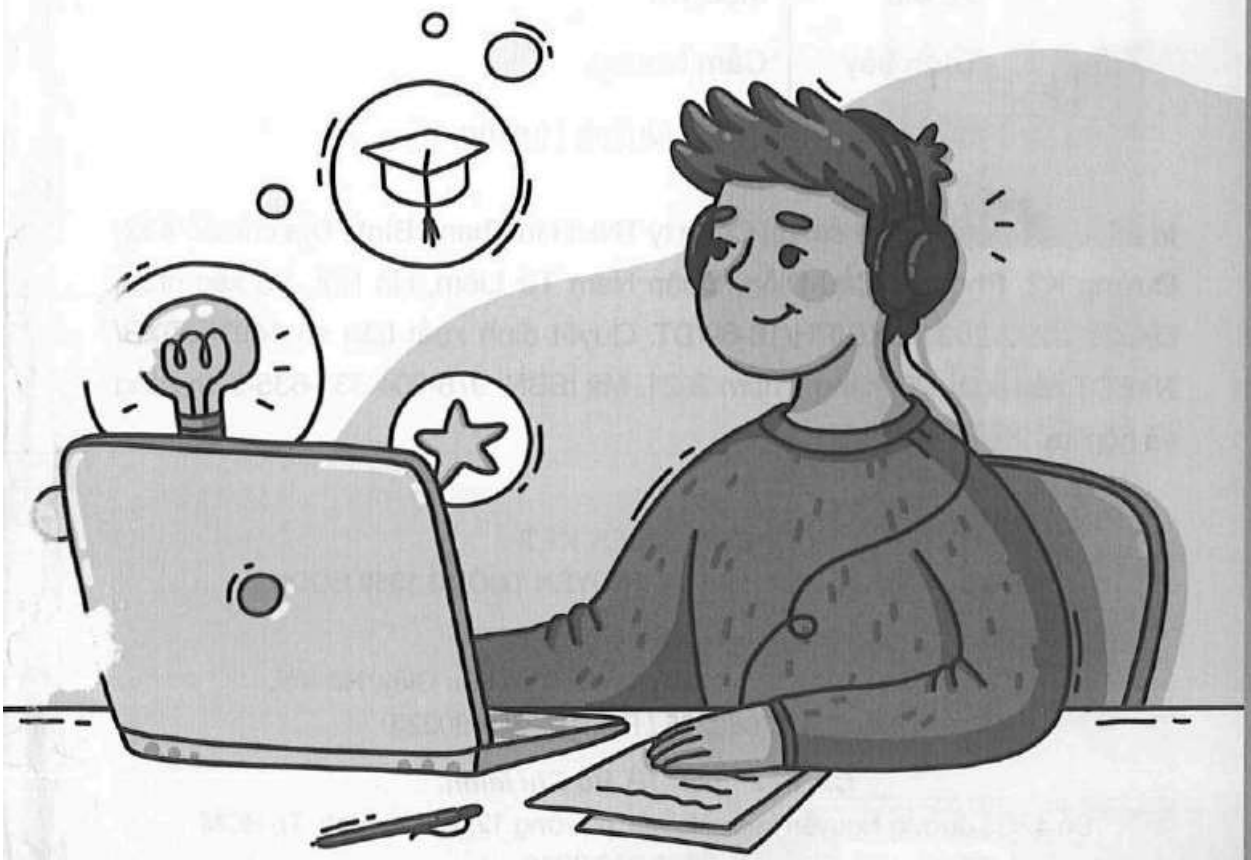

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